DOCUMENT RESUME

ED 066 520 UD 012 463

AUTHOR	Erickson, Edsel L.; And Others
TITLE	Final Report of the Evaluation of the 1971 Community School District 1, Title I Summer Program. ESEA Title I.
INSTITUTION	Teaching and Learning Research Corp., New York, N.Y.
SPONS AGENCY	New York City Board of Education, Brooklyn, N.Y.
PUB DATE	71
NOTE	126p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	After School Tutoring; *Compensatory Education Programs; Early Childhood Education; Educational Diagnosis; Educational Retardation; Elementary Education; Homework; Perceptual Development; Preschool Programs; *Program Evaluation; *Summer Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I Program; ESEA Title I Programs; Head Start; New York City

ABSTRACT

Contents include evaluations of the following programs funded under Title I of the 1965 Elementary Secondary Education Act: (1) The Early Childhood Preschool Summer Headstart Program; (2) Kindergarten "Star" Program; (3) Identification and Treatment of Perceptual Difficulties Program; (4) Summer Day Elementary Program; (5) Homework Helper Program; (6) The Continual Development Program for Children of Retarded Mental Development in District I; and, (7) Vacation Day Camp Enrichment Program. Materials are appended in each appendix, including the following: to the first, Growth and Development Checklist, Parents' Questionnaire in Spanish, Parents' Questionnaire, and Teachers' Questionnaire; to the second, Parents' Questionnaire, and sample of instructional materials used in the program; to the third, Letter to Principals, Letter to Parents, and Teachers' Questionnaire; to the fourth, Student Questionnaire, Tutor Questionnaire, and Bibliography; to the fifth, Behavior Rating Scale; and, to the sixth, Registration-Attendance Report, "My School" Questionnaire, and two Parent Questionnaires. (JM)

ED 066520

FUNCTION NOS. 33-1-1643
33-1-1644
33-1-1645
33-1-1646
33-1-1647
33-1-1648
33-1-1649

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

FINAL REPORT

OF THE EVALUATION

OF THE

1971

DISTRICT 1 TITLE I SUMMER PROGRAM

Evaluation of a New York School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the Summer of 1971.

UD 012463

TEACHING & LEARNING RESEARCH CORP.

355 LEXINGTON AVENUE/NEW YORK, NEW YORK 10017/ 212-490-0197

ACKNOWLEDGEMENTS

Teaching & Learning Research Corp. wishes to express its appreciation to the following people for their assistance in the evaluation of the District 1 Title 1 summer programs:

Lloyd Backus, Rosanne Thompson, Leo Skulnick, Dr. Archie Silver, Minnie Brainin, Howard Shapiro, James Smith, Betty York, Martin Shapiro, Thomas Granfield, Sister Ann, Mrs. Tannenbaum, Adele Schwartz, Nancy Benedetto, Mr. Jurow, Edith Ransberg, Mr. Hart, and Mrs. Goodman.

TABLE OF CONTENTS

	Page No.
Acknowledgements	i
Table of Contents	ii-iv
List of Tables	v-vii
THE EARLY CHILDHOOD PRE-SCHOOL SUMMER HEADSTART PROGRAM	1-18
I. Program Description	1
II. Program Objectives	2
III. Evaluation Objectives	3
IV. Evaluation Procedures	5
V. Findings	6
VI. Conclusions and Recommendations	18
KINDERGARTEN "STAR" PROGRAM	19-25
Executive Summary	19
I. Program Description	20
II. Program Objectives	20
III. Evaluation Objectives	21
IV. Methods and Procedures	21
V. Results of the Evaluation	22
VI. Conclusions and Recommendations	24
IDENTIFICATION AND TREATMENT OF PERCEPTUAL DIFFICULTIES	26-28
I. Program Description	26
II. Evaluation Objectives	26
III. Findings	26
IV. Conclusions	28
V. Recommendations	28
SUMMER DAY ELEMENTARY PROGRAM	29-44
I. Program Description	29
II. Program Objectives	31
III. Evaluation Objectives	31
IV. Methods and Procedures	32
V. Results of the Evaluation	33
VI. Conclusions and Recommendations	44
HOMEWORK HELPER	45-58
Executive Summary	45
Chapter I: Introduction	46
Chapter II: Procedures	52
Chapter III: Findings	54
Chapter IV: Conclusions and Recommendations	57

TABLE OF CONTENTS (Cont'd.)

	Page No.
THE CONTINUAL DEVELOPMENT PROGRAM FOR CHILDREN OF RETARDED MENTAL DEVELOPMENT IN DISTRICT 1	59-66
I. Program Description	59
II. Program Objectives	61
III. Evaluation Objectives	61
IV. Evaluation Procedures	62
V. Findings	62
VI. Conclusions and Recommendations	66
VACATION DAY CAMP ENRICHMENT PROGRAM	67-81
I. Program Description	67
II. Program Objectives	69
III. Evaluation Objectives	70
IV. Methods and Procedures	70
V. Findings	71
VI. Conclusions	81
VII. Recommendations	81
APPENDICES:	
The Early Childhood Pre-School Summer Headstart Program	82-88
A - Growth and Development Checklist	82-83
B - Parents' Questionnaire in Spanish	84-85
C - Parents' Questionnaire	86-87
D - Teacher's Questionnaire	88
Kindergarten "Star" Program	89-91
A - Parents' Questionnaire	89-90
B - Sample of Instructional Materials Used in the Kindergarten "Star" Program	91
Summer Day Elementary School	92-95
A - Letter to Principals	92
B - Letter to Parents	93
C - Teacher's Questionnaire	94-95
Homework Helper Program	96-102
A - Student Questionnaire	96-97
B - Tutor Questionnaire	98-100
C - Bibliography	101-102
Continual Development Program for Children of Retarded Mental Development in District 1, Manhattan	103
A - Behavior Rating Scale	103

TABLE OF CONTENTS (Cont'd.)

	Page No.
Vacation Day Camp Enrichment Program	104-109
A - Registration-Attendance Report for District 1 Manhattan	104
B - "My School" Questionnaire	105
C - Parent Questionnaire #1	106-107
D - Parent Questionnaire #2	108-109
EVALUATION STAFF	110

LIST OF TABLES

Table No.		Page
	THE EARLY CHILDHOOD PRE-SCHOOL SUMMER HEADSTART PROGRAM	
1	Social Adjustment Skills and Attitudes Attained During Summer Preschool Child Development Program: Teacher Ratings	7
2	Intellectual Development Skills and Attitudes Attained During Summer Preschool Child Development Program: Teaching Ratings	9
3	Physical Adjustment Skills and Attitudes Attained During Summer Preschool Child Development Program: Teacher Ratings	11
4	Health and Safety Habits Attained During Summer Preschool Child Development Program: Teacher Ratings	13
5	Parent Views of 1971 Summer Head Start Program: District No. 1, Manhattan	15
6	Selected Teachers' Views of Early Childhood Preschool Summer Headstart Program	17
	KINDERGARTEN "STAR" PROGRAM	
1	Means, Standard Deviations, and "t" Values for Pre-Post Comparisons on Language and Visual Discrimination (New York City Prereading Assessment)	22
	SUMMER DAY ELEMENTARY PROGRAM	
1	Relative Frequencies According to Home Schools of Students in SDES Program -- PS 137	30
2	Relative Frequencies According to Home Schools of Students in SDES Program -- PS 20	30
3	Ethnic Distribution in District 1 As a Whole Compared with Distributions in Two SDES Schools	31
4	Experience and Employment Data Pertaining to SDES Teaching Staff -- PS 20	34
5	Experience and Employment Data Pertaining to SDES Teaching Staff -- PS 137	34
6	Distribution of Average Change and Pre-Post Scores by Grade Level, School A (Reading)	39
7	Distribution of Average Change and Pre-Post Scores by Grade Level, School B (Reading)	40

LIST OF TABLES (continued)

Table No.		Page
8	Attendance and Other Demographic Data on SDES Program	40
9	Absences by School: Frequencies and Percentages	41
10	Percentages of Teachers in SDES Program Evaluating the Program as Generally Effective or Extremely Effective in Various Components	42
11	Teacher Responses to Open-Ended Questions Concerning the Program	43
	HOMEWORK HELPER PROGRAM	
1	"t" Test Comparisons of Pre-Post Reading Achievement Tests by Homework Helper Center	54
2	Analysis of Changes in Educational Aspiration Level of Students Reflected in Responses to Items 9, 10 and 11 on July and August Student Questionnaires	55
3.	Percentage of Students by Grade Who Changed Career Aspirations on Pre- and Post-Tallies	55
4	Percentages of Tutors Responding to Item 8 of the August Tutor Questionnaire	56
5	Distribution of Tutors Responding to Pre- and Post-Questionnaire by School	56
6	Distribution of Students Responding to Pre- and Post-Questionnaires by School	56
	THE CONTINUAL DEVELOPMENT PROGRAM FOR CHILDREN OF RETARDED MENTAL DEVELOPMENT IN DISTRICT I	
1	Cognitive, Affective and Social Skills Changes: July 1 - August 13, 1971	62

LIST OF FIGURES

Figure No.	VACATION DAY CAMP ENRICHMENT PROGRAM	Page
1	Typical Daily Class Schedule for the Vacation Day Camp Enrichment Program	68
2	Arts and Crafts Weekly Schedule by School	76
3	Weekly Schedule of Swimming Programs at Two Pools	77

LIST OF FIGURES (continued)

Figure No.		Page
4	Weekly Schedule of Guitar Lessons by School	79
5	Weekly Schedule for Dance Program by School	79
6	Schedule of Vacation Day Camp Trips	80

THE EARLY CHILDHOOD PRE - SCHOOL SUMMER HEADSTART

I. PROGRAM DESCRIPTION

The Early Childhood Pre-School Summer Head Start Program of 1971 for children in School District 1, Manhattan was begun on July 6, 1971 and terminated on August 13, 1971. The target population consisted of 620 children in 10 schools in District 1 who were placed in 31 classes of approximately 20 students per class, as follows.

P.S. 15 - 5 classes	P.S. 63 - 2 classes
P.S. 19 - 3 classes	P.S. 64 - 3 classes
P.S. 20 - 2 classes	P.S.134 - 3 classes
P.S. 34 - 3 classes	P.S.140 - 3 classes
P.S. 61 - 3 classes	P.S.188 - 3 classes

The students were:

1. Children who will be entering Kindergarten in September 1971 without previous school experience. This group makes up the largest proportion of the population of the program.
2. Children now in the Pre-Kindergarten or Kindergarten program who at the recommendation of their teachers are in need of continued schooling.
3. Children who will be entering First Grade without previous school experience.
4. Children who are presently in First Grade and who have been recommended by their teachers as needing continued school experience.

The program for the children was organized to provide experiences designed to enhance intellectual growth, language development and first-hand experiences with a wide variety of materials and equipment. In each classroom there was, in addition to the teacher, one Educational Assistant or 1 Teacher Aide (so as to allow for greater individuality of instruction than is possible with only one adult in a classroom). The assistants or aides helped the teacher with classroom arrangement, preparation of materials and all other activities connected with the conduct of the classroom.

Bus trips for the children were arranged to provide experiences in new social and cultural situations, increase language skills and develop social awareness. There were approximately two short bus trips per class to points of student interest that were within a half hour distance from the school site.

A hot lunch was provided for the children every day. Family Workers, Teacher Aides, and Educational Assistants ate with the children. This was viewed by the staff as a most important part of the program. a desired learning situation and social experience for the children.

The program also has a long term aim of reducing racial and social isolation by preparing the children for school. Readiness for school is sought through attempts to reduce the language barriers of many children by exposing them early to instruction in various language skills. In addition, this program sought to reduce social and cultural isolation by bringing children and adults of varying economic, racial and religious backgrounds together under professional guidance to discuss mutual problems and work on common tasks.

II. PROGRAM OBJECTIVES

In addition to the general aims discussed above, The Early Childhood Pre-School Summer Head Start programs in 1971 made explicit the following specific objectives:*

1. 75% of the children in the program will improve their skills in learning school routines, reading readiness, and social behavior.

2. The parents of 75% of the children in the program will attend at least one school function and 80% of those who attend should view this experience as improving school-home relations.

*Obtained from the official proposal for funding, Summer Title I Programs for Community School, District No. 1, BE-33-1-1641, 1971.

III. EVALUATION OBJECTIVES

In accord with the above cited program objectives, the primary evaluation objectives of this study are:

1. Assessment of the extent to which children improved during the course of the program in social, intellectual and physical development and important health and safety habits as follows:

   A. Social Development

      1) Knows official first and last name.
      2) Knows home address.
      3) Knows age in years.
      4) Knows names of adults in his home.
      5) Knows and uses names of adults in classroom.
      6) Identifies self as boy or girl.
      7) Likes school.
      8) Attends school regularly.
      9) Makes friends in school.
      10) Exercises reasonable self-control.
      11) Demonstrates self-confidence.
      12) Uses forms of polite usage; e.g., please - thank you.
      13) Follows school routine.
      14) Speaks freely to peers and familiar adults in school.

   B. Intellectual Development

      1) Expresses curiosity.
      2) Thinks critically.
      3) Recognizes and names objects in the classroom.
      4) Names and groups things that go together.
      5) Sees likenesses and differences in shapes, sizes, and colors.
      6) Has developed certain concepts; e.g., up-down.
      7) Identifies common sounds; e.g., clapping, peoples' voices, auto horns.
      8) Listens and responds to music.
      9) Enjoys stories, picture books, verse.
      10) Consistently holds picture book right side up.
      11) Uses equipment and material for constructive purposes.
      12) Builds creatively with blocks.
      13) Outstanding in dramatics.
      14) Likes to draw, paint, paste, etc.
      15) Speaks in sentences.
      16) Relates ideas in logical sequence, retells stories.
      17) Pronounces sounds distinctly.
      18) Shows ability to pay attention.
      19) Narrates own experiences.
      20) Memorizes and sings simple songs.
      21) Uses descriptive adjectives.

C. Physical Development

1) Is toilet trained.
2) Has motor coordination.
3) Handles classroom materials with ease; e.g., scissors, manipulative toys.
4) Uses two feet alternately in going up and down stairs.
5) Fastens own shoes.
6) Feeds self.
7) Has good posture.

D. Health and Safety Habits

1) Knows correct way to cross street.
2) Knows what to do if lost.
3) Recognizes community helpers; e.g., policeman, fireman.
4) Washes hands without a reminder before eating and after using toilet.
5) Tries food strange to him.

2. Assessment of the extent to which parents attended at least one school function and viewed their contact with the school as improving school-home relationships.

3. This evaluation study also had as one of its guiding objectives the gathering of teacher's views about the philosophies and conduct of the program. More specifically, information was desired on teacher assessments of the major mode of utilization of teacher aides and educational assistants, the information services provided teachers by family workers on student absenteeism, teacher awareness and use of school psychologists, and the availability of Head Start materials to teachers for use in their classes.

IV. EVALUATION PROCEDURES

In order to accomplish the evaluation objectives described above, four modes of analyses were conducted:

1. Determination of student growth. All 620 students in the 31 classes of the program constituted the population for evaluation. From each class the teacher was asked to rate 5 students (probability samples) on each of the 14 social development skills, 21 intellectual development skills, 7 physical development skills and 5 health and safety habits. The teachers were asked to indicate which of the specific skills and habits, if any, the students acquired during the 6 week program (See Appendix A). The program objective was to improve 75% of the children in each of these skills and habit areas. For this study the attainment of skills and habits in 3 out of the 4 major areas of child development focused on was one criterion. The proportion of students accomplishing skills in 3 out of 4 areas was calculated. The assessment of the efficacy of this phase of the program then was based on determining the extent to which the goal of having 75% of the students attain skills in at least three areas was accomplished.

   Further analyses was also conducted to determine more precisely the specific areas where students were showing the most gain. Student gains on each specific skill are reported in percentages.

2. Parental Participation. The extent of parental participation was assessed by administering structured questionnaire items to a probability sample of 120 parents concerning their participation (See Appendix B and Appendix C) and from analyses of teacher records of parent participation.

3. Parental Views. The attitudes of parents toward the program and their children's participation in the program were assessed by administering questionnaires to a sample of 120 parents (See Appendix B and Appendix C). There were 17 items used to assess parental attitudes, 10 were objective type questions and seven were open-ended; these were used to assess the validity of responses to the 10 objective questions. Percentage data is presented in the Findings section by item and by group on the proportion of parents who indicate positive views toward the program. These proportions were contrasted with the 80% program objective.

4. Teacher Perspectives. Accomplishment of evaluation objectives relating to teacher perspectives were accomplished by submitting a questionnaire to the teachers of all 31 classes in the program (See Appendix D). Twenty-seven teachers responded and their responses are presented in percentages. (See Table 6)

V. FINDINGS

Social Adjustment Development: Teacher Ratings

The data reported in Table 1 indicates that, according to teacher ratings, the majority of students acquired a liking for schools, the ability to follow school routines, make friends with classmates and appropriate attendance patterns over the six week period. Given that a majority attained these skills and that many of the other children entered school with these attributes, it appears that the program is meeting its objectives with regard to helping children exhibit social adjustment skills appropriate for later schooling.

Table 1

Social Adjustment Skills and Attitudes Attained During Summer Preschool Child Development Program: Teacher Ratings

Skills & Attitudes	Teacher Ratings No.	%
SOCIAL DEVELOPMENT		
1. Likes school.	83	66%
2. Follows school routine.	79	63%
3. Makes friends in school.	74	59%
4. Attends school regularly.	73	58%
5. Exercises reasonable self-control.	58	46%
6. Identifies self as boy or girl.	57	46%
7. Knows and uses names of adults in classroom.	53	42%
8. Speaks freely to peers and familiar adults in school.	53	42%
9. Knows official first and last name.	50	40%
10. Demonstrates self-confidence.	44	35%
11. Uses forms of polite usage; e.g., please - thank you.	42	34%
12. Knows age in years.	35	28%
13. Knows names of adults in his home.	19	17%
14. Knows home address.	16	13%

Intellectual Skills and Attitudes: Teacher Ratings

It appears as if (See Table 2) The Early Childhood Pre-School Summer Head Start in District 1, was also able to help a majority of the children acquire, during the six weeks of the program, the ability to pay attention to educational activities, develop required concepts for school readiness, interest in stories, picture books and verse, and recognize likenesses and differences in shapes, sizes and colors. The least growth appeared in the areas of using descriptive adjectives, dramatics skills, logical sequencing of ideas and retelling of stories and pronouncing words distinctly. Given that these latter objectives are generally viewed as long term, the fact little growth occured in these areas over 6 weeks, does not seem surprising nor a basis for criticizing the program.

Table 2

Intellectual Development Skills and Attitudes Attained During Summer Preschool Child Development Program: Teacher Ratings

Skills & Attitudes	Teacher Ratings No.	%
INTELLECTUAL DEVELOPMENT		
1. Shows ability to pay attention.	69	55%
2. Has developed certain concepts; e.g., up-down.	67	54%
3. Enjoys stories, picture books, verse.	65	52%
4. Sees likenesses and differences in shapes, sizes, and colors.	64	51%
5. Likes to draw, paint, paste, etc.	63	50%
6. Listens and responds to music.	60	48%
7. Memorizes and sings simple songs.	55	44%
8. Recognizes and names objects in the classroom.	52	42%
9. Uses equipment and material for constructive purposes.	52	42%
10. Builds creatively with blocks.	48	38%
11. Identifies common sounds; e.g., clapping, peoples' voices, auto horns.	45	36%
12. Expresses curiosity.	43	34%
13. Consistently holds picture book right side up.	36	29%
14. Names and groups things that go together.	31	25%
15. Thinks critically.	21	17%
16. Speaks in sentences.	21	17%
17. Narrates own experiences.	21	17%
18. Pronounces sounds distinctly.	13	10%
19. Relates ideas in logical sequence, retells stories.	10	8%
20. Outstanding in dramatics.	8	6%
21. Uses descriptive adjectives.	6	5%

Physical Adjustment Development: Teacher Ratings

The smallest gains during the 6 week summer program occurred in the area of physical adjustment skills. This is reasonable because this is the strongest area for children entering Head Start. That is, more children are likely to have school readiness skills involving physical skills than they are the requisite intellectual, social and health skills. Even so the fact that from 10 to 44 per cent of the children did acquire many physical adjustment skills during the program provides a reasonable basis that the program should continue with its objectives in this area (See Table 3).

Table 3

Physical Adjustment Skills and Attitudes Attained During Summer Preschool Child Development Program: Teacher Ratings

Skills & Attitudes	Teacher Ratings No.	%
PHYSICAL DEVELOPMENT		
1. Handles classroom materials with ease; e.g., scissors, manipulative toys.	55	44%
2. Feeds self.	29	23%
3. Has motor coordination.	21	17%
4. Uses two feet alternately in going up and down stairs.	16	13%
5. Has good posture.	16	13%
6. Is toilet trained.	14	11%
7. Fastens own shoes.	12	10%

Health and Safety Habit Development

According to teacher ratings reported in Table 4, about half of the children learned during the course of the program the correct way to cross streets, sanitary habits and willingness to try strange foods. Twenty-five to 36% of the children learned to recognize sources of help and what to do when lost. As in the case of the other skill areas many of the children came to Head Start with these skills so it may be concluded that most will be starting school in the Fall with necessary health and safety habits.

Table 4

Health and Safety Habits Attained
During Summer Preschool Child
Development Program: Teacher Ratings

Skills & Attitudes	Teacher Ratings No.	%
HEALTH AND SAFETY HABITS		
1. Knows correct way to cross street.	67	54%
2. Washes hands without a reminder before eating and after using the toilet.	63	50%
3. Tries food strange to him.	60	48%
4. Recognizes community helpers; e.g., policeman, fireman.	45	36%
5. Knows what to do if lost.	31	25%

Extent of Parent Participation.

A conservative statistic indicating the proportion of parents who participated in the program one or more times was obtained from school records of participations. The average for parent participation was 14 per class in the 31 classes in the 10 participating schools with an official registration of 20 students per class. This was just under the 75 per cent objective for parental participation. It should be noted however, that several parents were contacted by Teaching & Learning Research Corp. evaluation staff who indicated that they had participated, which was later confirmed, but who were not recorded on school records as participating. Often the teachers were just too busy to note for the records that a given parent had assisted with some aspect of this program. In addition of parents contacted by the evaluation staff, 90 per cent indicated that they were involved in one or more activities at school. We therefore conclude that the official average of 14 out of 20 is a very conservative estimate of parent participation.

We further conclude that the Early Childhood Preschool Program has attained its objective of 75 per cent parent participation.

Parent Views.

The data reported in Table 5, clearly shows that far more that 80% of the parents had favorable images of the Early Childhood Pre-School Summer Head Start Program. Close to 90 per cent of the parents had a very favorable attitude toward the program. In summary it is concluded that the Early Childhood Pre-School Summer Head Start Program attained and surpassed its program goal of achieving positive parental attitudes toward the school on the part of 80 per cent of the parents.

Table 5

Parent Views of 1971 Summer Head Start Program:

District No. 1, Manhattan

Question:	Percent of Parents Responding: No. Responding	% Yes	% No
1. Did you attend more than one parent activity this summer?	111	90%	10%
2. From what you saw of the Summer Program do you think the school is really interested in the community parents?	105	100%	0%
3. After attending parent activities, do you understand better how the school can help your child?	103	99%	1%
4. Did you help plan trips for parents and children?	107	89%	11%
5. During the Summer Program, were you able to ask questions and get useful answers from school staff?	110	89%	11%
6. Do you think your child gets the kind of help he or she needs?	110	100%	0%
7. After attending the Summer Program, do you think your child will do better in school during the next school year?	106	100%	0%
8. Do you feel the teacher wanted to help your child?	86	99%	1%
9. Was your child ever absent this summer?	115	80%	20%
10. If your child was absent for two days or more, did the Family Worker call you or visit you?	108	60%	40%
All questions: Mean Average		91%	9%

Teacher Views

Program Contributions. The data reported in Table 6 indicates that over 93% of the teachers believe that the summer program makes contributions in three areas: 1) adjustment of children to school routines; 2) keeping children busy in recreational social interaction situations; and 3) basic educational skills. Only 7% of the teachers saw the program as more limited in its contributions and they asserted that the contributions were helping children to adjust to school routines.

Utilization of Assistance. The data reported in Table 6 shows that 85% of the teachers used their aides and assistants in such activities as: 1) classroom arrangement, distribution of materials, lunch, keeping order in the classroom; and 2) planning and/or actively participating in classroom activities. No teachers indicated only using their aides and assistants in the limited roles of keeping order, distributing supplies and such. In other words, it appears that most of the teachers (92%) utilized their aides or assistants in junior teaching roles.

Adequacy of Information Supplied on Absentees. It appears from the data presented in Table 6 that 85% or more of the teachers believe that they were adequately informed by the family workers about the absentees from their classes. Only 11% clearly indicated that they were not being informed about the reasons for absence of the intentions of parents. While this is a small proportion, in future programs effort should be made to insure that Family Workers make follow ups of all absentees and report their findings immediately back to the teachers.

Utilization of School Psychologist. Thirty per cent of the teachers indicated either: 1) the psychologist was known but contact could not be made for referrals, or 2) the psychologist was unknown. This indicates a serious limitation in communication about the availability of psychological services and/or inadequate psychological services. In future programs the matter of how to help teachers make referrals to the psychological services and that referrals are received and acted upon should be given added attention.

Availability of Materials. Only four per cent of the teachers indicated that materials arrived during the first two weeks of the 6 week program. Forty-one per cent indicated that the materials did not arrive until the 3rd and 4th weeks of the program. Seven per cent indicated that their materials did not arrive until the last two weeks of the program, and, most disconcerting, forty-eight per cent, almost one half of all the teachers, indicated that Head Start material did not arrive at all. In the opinion of the evaluation staff and most professional staff, the delay and lack of Head Start materials was the most serious limitation of the program.

Table 6

Selected Teachers' Views of Early Childhood
Pre-School Summer Head Start Program

Question	Percentage of Teachers Responding* %
1. The major contribution of the summer program to students is to	
a. adjust children to school routines.	7%
b. provide a recreational program to keep children busy and to engage in social interaction.	0
c. to improve basic educational skills.	0
d. all of the above.	93%
2. Your Teacher Aide or Educational Assistant assisted you mainly	
a. in planning and/or actively participating in classroom activities to meet individual needs of students.	7%
b. in activities such as classroom arrangement, distribution of materials, lunch, and keeping order in the classroom.	0
c. in both of the above.	85%
d. no response to question.	8%
3. When a pupil was absent for two or more days the Family Worker	
a. informed you as to the reason for absence and/or intention of parents.	81%
b. did not inform you.	11%
c. did not inform you, but pupils were usually not absent for more than two days.	4%
d. no response to question.	4%
4. The services of the psychologist	
a. were known to you and you made a referral to him.	26%
b. were known to you, but there was no need for a referral.	44%
c. were known to you, but you could not contact him for a referral.	11%
d. were unknown to you.	19%
5. Head Start Materials	
a. arrived during the first two weeks of the program	4%
b. arrived during the third and fourth weeks of the program.	41%
c. arrived during the last two weeks of the program	7%
d. did not arrive.	48%

*27 teachers responded to questionnaire

VI. CONCLUSIONS AND RECOMMENDATIONS

The Early Childhood Pre-School Summer Head Start Program appears to the evaluation staff of Teaching & Learning Research Corp. to be contributing to the school readiness of children in intellectual, social, physical and safety skills areas. Given the fact that the program only lasted a short six weeks it would be unreasonable to expect that such a program would remedy all academic and other deficiencies which often characterize children of every social class. On the other hand, such a program has the objective of helping children to acquire or maintain sufficient readiness skills as to allow the teacher in the regular school program to be more effective than they might otherwise be if the children had no such pre-school experience. It is the conclusion of the evaluation staff, based on teacher ratings, school records, interviews with school staff and parents, and several site visits, that the program is achieving its objectives of helping children to be more ready to benefit from later schooling than if there had been no pre-school for them.

It is also the conclusion of the evaluation staff that the program has involved most parents and that most parents as a result look favorably on the schools and hold higher expectations for the life chances of their children.

Only one major recommendation is offered concerning the conduct of the program, and that concerns the availability of materials. The evaluation staff agrees with the general consensus of the school staff that many more gains could have been made if materials were available on time. The statement by 55 per cent of the teachers that they received their needed materials only after two-thirds of the program was over, with many not receiving their materials until after the program was over, reveals a very undesirable situation. If, for some reason, the program does not receive funds subsequent to ordering materials, these materials, being of the type used in kindergarten, could be put to other use. Because the program only lasts six weeks, time should be allowed for late delivery of materials and they should be ordered in advance.

KINDERGARTEN "STAR" PROGRAM

EXECUTIVE SUMMARY

KINDERGARTEN "STAR" PROGRAM

The District #1 Kindergarten "Star" program represents a short-term attempt to help insure the success of pupils in regular school programs through an early intervention in reading problems. In this program, paid community personnel (Reading Aides) under professional direction help parents at home provide training for their children in reading readiness.

The objectives of the program were as follows:

1) To insure success in regular schools by an early attack on reading problems;

2) To provide closer communications between the school and home;

3) To develop positive orientations toward the school program on the part of the parents;

Analysis of data from student, parent, and Reading Aide samples disclosed:

1) limited impact on Visual Discrimination skills;

2) no significant impact on Language;

3) positive orientations on the part of parents toward the program.

4) good school-home communication.

It was recommended that the program be recycled under the following conditions:

1) efforts by Reading Aides should be directed toward developing language readiness, a component now lacking in lessons;

2) clarification of program objective or Reading Aide roles should be made on the issue of whether they are to concern themselves with non-reading readiness family problems.

I. PROGRAM DESCRIPTION

The District 1 Kindergarten "Star" program represents a short-term attempt to help insure the success of pupils in regular school programs through an early intervention into reading problems. In this program, paid community personnel (Reading Aides) under professional direction help parents at home provide training for these children in reading readiness.

Regularly scheduled weekly visits were conducted in the home by the Reading Aides, many of whom were bilingual. During each visit, the Aides worked with the parent on an instructional project and assigned carefully designed follow-up instructional activities which the parents were to practice daily with their children. Sequenced materials were prepared in both English and Spanish which entailed visual perception (form and color), letters of the alphabet, parts of the human body, verbal expression, and reading together (parent and child). Frostig Visual Perception Workbooks were relied upon heavily in the program. Although auditory discrimination, phonics, and concept development were proposed as part of the program, little emphasis was actually placed on these activities.

The children for whom this program was designed were 254 kindergarten children in District 1 who showed evidence of a lack of reading readiness in a canvass of all schools in the district, public and non-public. This canvass was conducted during the 1970-71 school year. On the basis of the student sample it was inferred that approximately one-sixth of the students enrolled in the program were not drawn from last year's district kindergarten program. These children had been in child care centers, pre-school programs, out-of-city locations, or at home.

The program began July 1, 1971 and terminated August 13, 1971 for a total of 31 work days. It was conducted five days per week from 9:00 a.m. to 1:00 p.m. Eight hours were devoted to pre-planning involving the Coordinator, Auxiliary Trainer, and Typist from June 1 through June 30, 1971. Orientation sessions for Aides were held at the beginning of the program.

II. PROGRAM OBJECTIVES

A. To insure the success of pupils in regular schools by an early attack on reading problems.

B. To provide closer communications between the school and home.

C. To develop positive orientations toward the school program on the part of parents.

III. EVALUATION OBJECTIVES

A. To determine whether program participants show statistically significant gains in reading readiness skills.

B. To identify the specific training activities engaged in by the Reading Aides and the types of problems encountered by them.

C. To determine whether 50% of the parents involved in the program show positive changes in their reactions to the school program.

IV. METHODS AND PROCEDURES

A. Subjects:

A random sample (N=47) of children who participated in the program was selected. Pre- and post-performance measures were taken on these subjects. Parents of these children were included in the study to determine changes in orientation toward the school program. A sample of three of the 13 Reading Aides were selected at random.

B. Instrumentation and Method:

1. Changes in Readiness skills were assessed through a pre- and post-assessment using the New York City Pre-reading Assessment. Two scores were obtained from this test: Language Development and Visual Discrimination. Statistical significance ($\alpha = .05$) of differences between the pre- and post-scores was determined by using a correlated "t" test.

2. Change in parent orientation toward school was determined through the use of a questionnaire (see Appendix A). Both English and Spanish versions of this instrument were provided. Frequency analysis of response categories was used to determine whether or not 50% of the parents changed positively in their reaction to the school program.

3. The three Reading Aides who were selected were accompanied on their teaching rounds on two different occasions During the sessions, which were usually 50 minutes in length, the evaluator observed the Aide instruct the mother, father, or, in some cases, an older sibling, in how to help prepare the children for reading. Information was also sought from the Aides about how the program affected them, what kinds of problems they encountered, and what changes they felt should be made in the program.

Instructional materials and lessons (see Appendix B) were also examined as part of the evaluation.

V. RESULTS OF THE EVALUATION

A. Changes in Reading Readiness

The data in Table I shows no statistically significant change in Language over the period of the program. A statistically significant but small mean gain was noted for the group on Visual Discrimination.

TABLE I

MEANS, STANDARD DEVIATIONS, AND "t" VALUES
FOR PRE-POST COMPARISONS ON
LANGUAGE AND VISUAL DISCRIMINATION
(NEW YORK CITY PREREADING ASSESSMENT) N=44

Variable	x	SD	t	
Pre-language	25.95	4.74		
Post-language	26.80	6.19	.72	n.s.
Pre-Visual Discrimination	18.91	6.09		
Post-Visual Discrimination	21.53	6.21	2.02	.05

B. Activities of Aides

1. General Background. Two of the three Aides had been working with the program for five years and the third for three years. All spoke both English and Spanish and lived in the immediate neighborhood. Two had completed high school -- one as a result of being involved with the "Star" program. The three Aides were middle-aged and all had children or grandchildren of their own; they were coming to work in the program after an average of 20 years as housewives. None of the women had worked in a professional or paraprofessional role outside the home before they joined Kindergarten "Star." One Aide was of Jewish background and the other two were of Puerto Rican descent.

2. Description of the Aides' Work Week. Before the project began, the Aides canvassed the neighborhood for pupils and took recommendations from teachers.

Once the program began, each Aide in the summer program assumed responsibility for 13 families, each of whom was visited once a week for a period ranging from 15 minutes to one hour. One Aide carried fewer families since she also held the position of Auxiliary Trainer. Under the guidance of the project Coordinator, she spent part of her work week preparing materials and planning lessons for the training sessions held every Friday.

During the lesson, except in one case, the mother and child were present; usually one or two siblings were also present, and they listened and sometimes responded to questions. When this occurred the Aide usually left practice copies of the Frostig exercises for the siblings even though they weren't in the program and encouraged all the children to use the books and templates.

During the visits there were instances in which Aides dealt with problems other than teaching. These problems included: 1) where to get a child's eyeglasses checked; 2) how to get a younger child vaccinated so he could go to nursery school; and 3) how to apply for project housing. Although this was not observed, two of the Aides described incidents when they defended their families in dealings with the "investigator" or social worker. All seemed to take a great deal of pride in this role of advocate. By 1 p.m. all of the families had been visited.

B. Training Activities

On Friday from 9 to 1, all Aides attended a training session planned jointly by the Coordinator and the Auxiliary Trainer. The coming week's lessons are explained, materials distributed, questions answered and problems which may have arisen in the past week discussed. Occasionally role-playing was used as a strategy to work out alternatives in a situation such as how to handle a resistant or passive parent.

In addition, a series of speakers and invited guests were scheduled, including experts on narcotics prevention, learning and the pre-school child, family problems, visual perception and learning, and pediatrics.

C. Changes in Parental Reactions to the School Program

The first question posed for parents was whether or not they thought the Kindergarten year was helpful in getting their child ready for the first grade. For purposes of comparison the parents were asked at the end of the "Star" program whether it had been helpful in getting their child ready for the Fall. Responses of

parents were highly favorable toward the Kindergarten experience (94%) prior to the "Star" program, while 100% felt the summer experience had been beneficial.

Prior to the "Star" program, 27% of the parents anticipated that that their child would have trouble learning to read in the Fall. At the culmination of the summer program, the same proportion of parents foresaw reading problems for their children.

Responses by parents to the question, "Do you think that your child's experience in Kindergarten "Star" will be helpful in getting him ready for the fall?" were unanimously favorable with the exception of three parents who were "not sure." These were Spanish-speaking families.

When the program was originally explained to the parents, 87% said that they expected the summer program to help them learn how to help their child learn to read. By the end of the program all parents (100%) felt that they had learned how to help their children.

Since one of the objectives of the program was to provide closer communication between the school and the home, parents were asked whether or not they had visited with their child's Kindergarten teacher and to assess the quality of the visit, stating whether or not it had been helpful. Only 11% of the parents said that they had not met with the Kindergarten teacher the previous year. And, of those who had met with their child's teacher, only two felt that it had not been helpful.

Nearly all of the parents (97%) thought that they had a better relationship with their child as a result of the Kindergarten "Star" program and an equal number felt that their child showed a greater appreciation for learning as a result of the summer program. As far as the parents themselves were concerned, 94% believed they had increased their own appreciation for learning.

A majority of the parents (53%) felt that the Aide had helped with problems other than that of learning to read. These problems included housing (N=3); health (N=5); school admission (N=4); recreation (N=2); family (N=6); and other unidentified problems (N=5).

VI. CONCLUSIONS AND RECOMMENDATIONS

1. No program impact on "Language" as measured by New York City Pre-reading Assessment was noted, but some change in Visual Discrimination was observed. This is as one would expect since, although no language training other than letter recognition was included in the program, readiness tests assess understanding of sentences, directions, etc. In view of the fact that the program is intended to help prevent reading problems, a broader view should be taken of readiness that visual discrimination and letter recognition. Exercises should be planned which reflect language skill as measured in readiness tests.

2. The impact of the program on parent attitudes was generally positive.

3. Although Aides indicated satisfaction at performing in the role of "family advocate" this is not their responsibility according to the program proposal. To the extent that Aides are working with family problems such as housing, medical, and other extra-educational difficulties, they are not directing their energies toward improving reading readiness. Some problem seems to appear in the definition of "providing closer school-home communication" as indicated in the program objective. Some serious consideration should be given to re-defining the program objectives, if the Aides themselves are a target group in the operation of the program. The same would be true if the solution of family problems, the typical domain of a social worker, is part of the program.

4. The program should be recycled under the condition that activities of Aides are expanded to provide a greater effort in the area of language development.

IDENTIFICATION AND TREATMENT OF PERCEPTUAL DIFFICULTIES

I. PROGRAM DESCRIPTION

This program was designed to provide identification and treatment of perceptual deficiencies for sixty children, half of whom were to come from Kindergarten rolls in PS 61, and half from other schools in the district.

The program was jointly sponsored by the Learning Disorders Unit of the Millhauser Laboratories, New York University Medical School, and by District One, Manhattan. The Millhauser Laboratories supplied supervision and technical direction; office space; some materials, supplies and tests; and the Title I grant supported teaching space, two teachers, and some testing equipment and materials.

The children to be served by the program were previously diagnosed as suffering severe perceptual handicaps in one or more modalities by a screening of kindergarten children in the district.

II. EVALUATION OBJECTIVES

The evaluation attempted to assess whether sixty children were recruited and treated and whether a criterion level of 80% improvement in perceptual scores was attained. Test records were examined to assess the extent of improvement, the daily attendance, and the number treated during the morning session.

III. FINDINGS

Sixteen children were actually treated for any length of time during the summer program. Of these, only nine students attended more than half of the available sessions.

Using the pre-post-test score differences on all the perceptual and verbal tests as a criterion for improvement, sixty-nine of the 110 difference scores were positive (63%).

The effect of the program's focus on training the children in their perceptual deficit areas was also examined. Records kept by the teachers included information on which perceptual areas were most deficient and which were to be stressed in the teaching sessions. For example, a child with difficulties in auditory discrimination was taught using auditory training devices. The mean rate of change for all students in each area was calculated. Then the proportion of students who attained difference scores higher than the average change for the total group was calculated. Sixty-six percent of the difference scores in the stressed areas were larger than the group averages.

The program is based on knowledge gained during the past few years by a series of experiments by Drs. Archie Silver and Rosa Hagin of the New York University Medical School. A series of perceptual, neurological and verbal tests are used to assess deficits and a series of exercises in auditory, tactile, visual and intermodal discrimination have been developed to remedy these diagnosed deficits.

A. General Observations of the Program

The staff and direction of this program is highly professional and dedicated. The classroom program ran very smoothly and the teachers had unusual rapport with the children. The children were highly involved in their training exercises and they seemed to enjoy the game-like atmosphere which was created.

B. Discussion

The fact that fewer than twenty-five percent of the anticipated caseload attended sessions for any extended period of time would indicate that either better planning and communication, or diminished optimism should attend any further replication of this kind of program during the summer period.

It is highly likely that the relevance of this program to the child's overall academic progress was not as clearly understood by their parents as, for example, Head Start might be. In any case, the small number who finally enrolled in the program should temper the enthusiasm for expanding the program during the summer period.

In addition, the evaluator found no evidence that the diagnostic services, which were to be conducted during the afternoon session, were utilized to any extent.

Several questions can be raised about the procedures used in this program.

1. There is no clear indication that the perceptual deficits remedied in this program are those most important to the later development of reading and other academic skills, although much evidence seems to point in this direction.

2. The cutoff scores above which no training is deemed necessary were developed crudely through local normative information which itself needs to be validated.

3. Given large deviations in all perceptual areas for a particular child, there seems to be no algorithm for choosing which area to give stress.

4. The theoretical controversy between training in "intact" versus"deficit" areas has not been resolved in favor of bringing all deficits up to a particular ability level, rather than capitalizing on strengths.

IV. CONCLUSIONS

This kind of collaboration between research scientists and public education is obviously symbiotic. Without basic research of this kind the problems of reading retardation and underachievement will not be easily solved.

The program was not successful in meeting its stated objectives. The greater gains in stressed areas (the most perceptually deficient) are heartening, but could possibly be due to regression effects (since the children's lowest initial scores tended to be in those areas chosen to be stressed). There was, moreover, improvement in most perceptual areas, although some of this could be due to increased test sophistication.

The small cost of the program has the potential for yielding great education benefits.

V. RECOMMENDATIONS

1. The children previously diagnosed as being deficient should be contacted prior to the summer period and commitments received before instituting the program.

2. The program should be conducted as if it were a basic research project rather than an educational intervention. The schools involved should give the program director latitude in assignment of teachers, students etc. to the program so that it can be conducted more experimentally.

3. The director should make more explicit to the local school personnel and to parents exactly what educational gains are to be expected from the participation of their children in this kind of identification and treatment program.

B.E. # 33-1-1646

SUMMER DAY ELEMENTARY SCHOOL PROGRAM

I. PROGRAM DESCRIPTION

A. Background

The 1971 Summer Day Elementary School Program (SDES) was designed to provide remedial instruction for the Elementary School children of District 1. Located in two centers, PS 20 and PS 137, the program was designed to serve approximately 480 children, including a small number of non-public school students. Classes met a total of 29 three-hour sessions (9:00 a.m. until 12:00 noon) from July 6 to August 13. Snacks and lunches were provided each day.

Academically, the program was highly structured with particular concentration placed on reading, math and Language Arts. Provisions were made in each school for teaching non-English-speaking students. In addition, each school offered an educational component which was not present in the other program. PS 20 conducted music and library programs, while PS 137 offered a CRMD class.

B. Selection of Students

Near the end of the 1970-71 academic year, letters were sent out to other public and non-public elementary schools in District 1 (see Appendix A). The letter described the program and asked the schools (in the form of a suggestion) to select students who could profit from this sort of remedial program. Registration was held from July 1 to July 2 at both PS 20 and PS 137.

Neither school placed any limitations on registrants, according to the principals. All students (including a small number who came for enrichment) were accepted into the program regardless of feeder school or where they lived in the District. The principals took some pride in the wide range from which they drew their students.

Registration figures showed 25 schools represented among the feeder schools, plus some parochial schools. There were three public schools represented at 137 and 22 at PS 20. However, there were really only five schools which may be considered major feeder schools sending twenty or more students. There were PS 137, 20, 4, 63, and 160. Approximately 84 parochial school students were reported enrolled in the program, most of them at PS 20.

The registration figures are much higher at PS 20 than at 137. PS 137 is located at the southern part of the district and is close to the East River. It can only draw from its immediate environment and from the north. PS 20 is more centrally located in the district and can draw from all directions.

In Tables 1 and 2 relative frequencies are provided which represent the number of enrollees in each of the two Summer Day Elementary Schools arranged according to home school. These data cannot be considered representative of the student population at the end of the program, however. Some of the originally enrolled students did not appear, while other children were dismissed because they did not maintain acceptable attendance. Nonetheless, these data are useful for determining where information regarding the program's availability was disseminated and to what degree.

TABLE 1

RELATIVE FREQUENCIES ACCORDING TO HOME SCHOOLS OF STUDENTS IN SDES PROGRAM -- PS 137

Home School	f	N=222
P 110	6	
PS 134	17	
PS 137	179	
Parochial	20	

TABLE 2

RELATIVE FREQUENCIES ACCORDING TO HOME SCHOOLS OF STUDENTS IN SDES PROGRAM -- PS 20

Home School	f	N=22
PS 2	1	
4	33	
19	2	
20	180	
22 (Junior High)	19	
23	3	
30	1	
34	1	
40	7	
42	3	
60	1	
61	2	
63	32	
64	5	
71 (Junior High)	2	
97	3	
116	2	
140	33	
158	1	
160	140	
180	1	
188	19	
Parochial	64	

C. Ethnic Compostion of Student Body

The program's population was also considered in terms of its ethnic composition relative to the ethnicity of the total district during the regular school year. The schools were asked to submit a classroom census which was compared to a similar census taken by the District during the 1970-71 academic year.

The following is a table comparing the ethnic composition of each SDES school and the total District.

TABLE 3

ETHNIC DISTRIBUTION IN DISTRICT 1 AS A WHOLE COMPARED WITH DISTRIBUTIONS IN TWO SDES SCHOOLS

School	Black	P.R. & Spanish	Oriental	Other	Total
Dist. 1, M	17.3%	65.7%	8%	9%	100%
PS 20 SDES	6.5%	58.9%	26.8%	7.8%	100%
PS 137 SDES	15.8%	71.6%	10.8%	1.8%	100%
Total SDES Program	9.9%	63.6%	20.9%	5.6%	100%

In general, SDES and District-wide ethnic comparisons are compatible. Black students were a bit under-represented (17.3% v. 9.9% SDES), while Oriental students were slightly over-represented (20.9% SDES v. 8%).

II. PROGRAM OBJECTIVES

The two major program objectives were:

A. To bring about improvement in reading.

B. To maintain high attendance.

III. EVALUATION OBJECTIVES

The original proposal called for an analysis of attendance and reading achievement data to meet the following evaluation objectives:

A. To determine whether or not 90% of the students in the program improved their reading skills by .2 grade equivalents.

B. To determine whether or not 80% of the students in the program attended 60% or more of the class sessions.

In addition to being able to secure data on both evaluation objectives, Teaching & Learning Research Corp. was able to acquire data on other important program components. The data included material on staff experience and views of the program, student selection procedures, ethnic distributions, and general views based on school visitations.

IV. METHODS AND PROCEDURES

A. Reading Achievement Objective

Two types of reading assessments were used by the schools. In the program with a major programmed instruction component, the Sullivan Reading Test was used. An "open-book" test was used in the other program. Data obtained pre- and post-program was acquired on 359 subjects. The proportion of total enrollment that this figure represents is .75. This is based on project enrollments and reported attendance. Tests were administered by the schools.

B. Attendance Objective

Classroom records were used to determine the number of absences and percentage of students attending 60% or more class sessions. Attendance data was available for 20 of the 26 classes listed as participating in the program. Data was reported on a total of 389 students.

C. Student Characteristics

School record data was used to determine the distribution of locations from where students were drawn and the relative frequency across feeder school. Ethnic data was obtained from the same source.

D. Teacher Opinion

A questionnaire was developed to elicit teacher opinion concerning the degree to which the program was successful in fulfilling its original aims. In addition, open-ended questions were asked regarding components of the program that they viewed as positive, negative, and recommendations for changes were solicited. These questions were responded to by all regular teachers and the format is reproduced in Appendix C.

E. Interviews and Observations

Weekly observations were conducted at each of the two participating schools for the purpose of determining the actual structure of the program, professional roles, and interviewing staff. Specifically, an attempt was made to determine:

1. Staffing procedures and teacher characteristics (training and experience)

2. Function of Educational Assistants and School Aides

3. Characteristics of the Reading program and materials and techniques used

4. Language Arts -- same as 3

5. Library Program -- same as 3

6. Culture program -- same as 3

7. Teaching English as a Second Language -- same as 3

8. Student evaluation methods practiced in the program

V. RESULTS OF THE EVALUATION

A. Teachers

The teaching staff for the SDES was hired in conformity with the seniority provision of the Board of Education contract with the UFT. Teachers were hired under what is generally known as Retention Rights. Under this concept seniority takes precedence. Teachers with two consecutive years teaching experience in any program (in this case SDES) have the first call for the positions when the program is recycled. In most instances, this worked out well for the two principals. There were only a few cases where they were unable to hire the people they would have originally desired. These provisions did not appear to hamper the employment of an adequately trained staff. Altogether the program employed 26 teachers: 14 at PS 20 and 12 at PS 137.

The teachers were experienced and were familiar with the community and students of District 1. All but one taught in District 1 during the regular school year and they had an average of four years prior experience in summer school programs. Nine teachers at PS 20 had taught in the summer program before, while 4 at PS 137 had done so. It was felt that this prior knowledge lent stability and direction to the staff. Very few teachers had to spend any unnecessary time getting accustomed to a new system, according to the principals.

A conscious effort was made on the part of the principals to assign teachers to classes with which they were already familiar. In addition, the curriculum was flexible enough to permit using special talents existing among the staff. For example, the teacher of classes 5B and 6A at PS 20 taught music during the school year and also taught music during the SDES program. Class 6L was taught by a teacher who was fluent in Spanish (but not a bilingual teacher); she taught the bilingual class in the program. At PS 137 a CRMD class was taught by a teacher who taught CRMD classes during the regular school year. In each of these cases the program was altered to allow for the expression of special talents by these people.

TABLE 4

EXPERIENCE AND EMPLOYMENT DATA PERTAINING TO SDES TEACHING STAFF -- PS 20

Teaching Assignment SDES	Years of Prior Experience	District in Which Presently Teaching	School in Which Presently Teaching	Years of Prior Experience in Summer Programs	Years of Prior Experience at PS 20	Level Taught Previously
1A	13	1	20	3	3	1
1B	45	1	4	5+	5	all
2A	9	1	20	4	4	2
2B	15	1	140	5	4	Reading
3A	6	1	20	2	0	3-4-5
3B	5	1	64	3	0	4
4A	12	1	4	5	4	4-5-6(Lang. Arts)
4B	10	1	20	4	4	3-6
5A	7	1	20	2	0	6 (Reading)
5B	13	1	20	5	3	6 (Music)
6A	5	1	160	4	1	Music
6B	11	1	134	5	0	5 (Lang. Arts)
6C	8	1	160	2	1	6
6By	5	1	-	4	0	4
LIB	10	1	160	5	5	Library

TABLE 5

EXPERIENCE AND EMPLOYMENT DATA PERTAINING TO SDES TEACHING STAFF -- PS 137

Teaching Assignment SDES	Years of Prior Experience	District in Which Presently Teaching	School in Which Presently Teaching	Years of Prior Experience in Summer Programs	Years of Prior Experience at PS 137 SDES	Level Taught Previously
K,1	7	1	137	5	0	Bilingual
1-2	8	1	134	5	2	Guidance
1-2	6	1	188	4	0	4
2-3	-	1	188	4	0	Music
3-4	16	1	63	5	0	3-4
2-3	22	22	137	3	1	1-5
3-4	12	1	137	4	2	4-5-6
3-4	6	1	4	5	0	3-6
4-5	11	1	134	4	0	5-6
5-6	6	1	188	5	0	5-6
6-7	12	1	188	4	0	5-6
CRMD	20+	1	137	12+	4	CRMD

B. Educational Assistants

Each class was staffed with an Educational Assistant who helped the teacher perform classroom work. These Aides had worked in this capacity at the respective schools during the regular school year and had been chosen for the SDES assignment by their principals. They worked with small groups of students in class, helped decorate the room, distribute materials and help keep order when necessary. Their work was viewed favorably by the teachers.

School Aides, another type of paraprofessional, were involved in the program as well. Their duties included what could be termed miscellaneous school work such as answering telephones and relaying messages. In PS 127, thirteen Educational Assistants and two School Aides were employed. In PS 20, twelve Educational Assistants and three School Aides participated.

C. Reading Program

The reading programs at the two program sites were quite different from one another, even though there was a heavy concentration on reading in both programs. At PS 137 a "programmed" instruction approach was employed involving the use of the Sullivan Reading Program* series as the basic material. According to the staff, the advantages of this programmed textbook approach are: 1) the materials are novel in that they were not used in previous reading instruction for these children; 2) they permit easy determination of a starting point while providing measure of progress and final reading level, and, 3) they are non-consumable and can be used again next year. The main disadvantage of this approach is that it can become dull and therefore lead to some resistance to the activity.

At PS 20 a more conventional approach to reading was taken in which a wide variety of materials were made available. In the lower levels reading readiness and pre-primer materials were used. Several basal readers, SRA reading kits, and audio-visual aids were made available at the upper level. Two classes were designed to teach reading through music instruction by music teachers. Neither the estimate nor data on the efficacy of this approach were available.

D. Math Program

For the first time mathematics instruction was provided as part of the SDES program. It did not receive as great a degree of concentrated effort, as the reading program, however. Program types followed the same dichotomy existing in the area of reading. At PS 137 the Sullivan Program materials were used with the same rationale being given. To supplement the programmed instruction, teachers used number games, number puzzles, and teacher inventions to provide greater variety.

---

*Behavioral Research Laboratories, Palo Alto, California 94302

At PS 20 teachers were instructed to teach a 45 minute mathematics lesson each day. Teachers used neither performance tests nor programmed instruction. Their primary materials were "teacher-made materials" and number games.

E. Language Arts Program

The Language Arts program was the least formalized aspect of the SDES. While formal grammar was taught, particular stress was placed, in each school, on relating other aspects of curriculum to the Language Arts program. The students were encouraged to write poems, create puzzles and games, and relate aspects of their school and home experience in written form. These were collected each week and circulated in the schools. At PS 20 this took the form of a bulletin; at 137, a school newspaper. Students were encouraged to read the works of their fellow students and to contribute in turn to the newsletter.

The puzzles, word games, jumbles, poems, etc. that were observed were creative and interesting. The observer felt that the program was successful in encouraging language as an activity and communication medium, rather than a subject to be studied. These activities, however, did not preclude formal language instruction. In fact, many examples were noted of the teaching of sounds, parts of speech, and language structure.

F. Library Program

Although both schools had requested a library component only one (PS 20) received this service. This meant that the services of a librarian were not provided in one of the schools and therefore the library was forced to remain unused during the summer session.

The program at PS 20 was very similar to a typical library program offered during the school year. Students (grades 1-6) met one period per week in the library. This period was used to:

1) instruct children in the use of the library
2) select books for reading enjoyment
3) select books relevant to on-going classroom activities.

Book circulation was large because students were required to select one each week (in addition to one book from the classroom library). A special time was set aside so that students could return or select books on their own. A record was kept by classroom teachers of exactly what books had been read by students.

An attempt was also made to involve parents in the program. Parents were informed of their child's library period and invited to come in during the period (see Appendix B). They were encouraged to take out books in order to read to their children at home. In addition, a certain amount of Spanish books were available for use by parents.

It was estimated that approximately 75 parents availed themselves of this service during the program.

G. Culture Program

The Culture Program was established to provide the students with an understanding and an appreciation for Black and Puerto Rican culture. Chinese and oriental cultures were not taught. To do this, two teachers rotated from school to school and met with each class approximately one time per week.

Both teachers were appointed by the Board of Education. Their programs met with mixed reactions as determined by a teacher survey. The principals felt that they might have hired teachers with a different training background had they had the opportunity to select. One teacher, for example, had a secondary school background, while the SDES was an elementary program. An observer visited each teacher twice and made the following comments:

1) There did not seem to be enough appropriate materials for the students of the elementary age. There were no texts of written materials for the students that could be observed. In one class students sat around and listened while the teachers read them material from a high school History book.

2) On another occasion the teacher was showing a sound filmstrip on civilization. The material was quite advanced and clearly not understood by the students.

Both teachers had a list of projected activities for the program: teaching a dance, learning a few songs, drawing flags, etc. There was to be a small festival at the end of the program.

While the program was probably better than no program at all, it might have been improved by:

1) teaching oriental cultures;
2) purchasing an adequate supply of appropriate materials for elementary age students;
3) if teachers could stay in one school and not rotate; they would probably get to know the student and student needs better;
4) putting more emphasis on culture from the boys' point of view. An example might be sports -- that's culture too.

H. Teaching English as a Second Language

PS 20 was provided with a TESL teacher. Why PS 20 was provided with this program and PS 137 was not has not been explained. Both had requested this service, but one was turned down. The other school was granted two Bilingual Aides instead to handle the task of working with students in need of English help.

The program at 20 worked very well for Spanish-speaking children. Unfortunately, Oriental students who might be in need of help in English were not provided with an Oriental language teacher. The principals felt that the Oriental children were quick in learning English and, while it would be helpful in having such a person, their major concern was for the Spanish-speaking children.

The TESL program at PS 20 worked on a self-contained classroom basis. It was not a special class where students met for a certain period each day. Students in need of the TESL teacher reported to class 6L and were enrolled in that class for the entire program. While this probably reduced the number of students the program could reach, the self-contained environment theoretically should have resulted in greater language gains for the students that did participate.

Students participating in the program were rated before and after the program using the New York City Board of Education Scale of Pupil's Ability to Speak English. The results showed that 16 of the 22 enrollees showed a one level gain on that scale. No gain was shown by the remaining six (about one-fourth).

The class made use of a variety of materials and techniques, including a number of basal reading series for different levels. Presumably, each student worked in the reader that suited him best. Students worked on drawings and paintings, used flashcards and word games, and were led by the teacher in more formal language exercises.

At PS 137 the Bilingual Aides functioned as classroom assistants. They would work with students in small groups to help them do their assigned work. In this way, they were able to clarify for the students any questions they may have had regarding their assigned work. The Bilingual Aides were assigned by the Board of Education.

1. Student Evaluation

Both schools ran similar evaluative procedures. Basically, these were attendance and achievement evaluations which were to be continuous during the course of the program.

Attendance

1. Students were frequently encouraged by teachers to attend classes;
2. Weekly attendance was taken. Students having excellent attendance for a week received a note home.
3. At the end of the program, students with excellent attendance records received honor certificates and were recognized at the final assembly.
4. A permanent record for attendance was filed in each students' permanent folder at his regular school.

Achievement

Achievement generally, but not exclusively, meant reading achievement.

1. At PS 20, and in some classes at PS 137, students were to take home some evidence of work which was corrected by the teacher each day.
2. Weekly evaluation of student achievement were conducted by teachers at PS 20. This was not done at 137 because the programmed instruction procedures had evaluations built into the system.
3. Students who made excellent achievement (in any area) were awarded an honor certificate and recognized at the final assembly.
4. A final evaluation was kept on file at SDES and forwarded to the students' regular school, At PS 20 a record was kept of books read.

The record keeping and evaluative measures of both schools seemed good. Efforts were made to keep up on students' performance throughout the program.

J. Reading Growth

A sample of 343 students distributed across the grades 1-6 was used to determine whether 90% of the students gained .2 or more years in reading achievement. In one of the schools, the Sullivan Reading Test was used because the Sullivan programmed instruction approach was the major teaching method. In the other school an open-book test technique was used. The original design did not call for separate analyses by grade or by school.

In one of the schools 128 students were represented in the sample. Of this group, 112 improved .2 years or more in reading growth. This represents a little over 87% of the group. Table 6 contains data on the distribution of average change and pre-post scores by grade level.

TABLE 6

DISTRIBUTION OF AVERAGE CHANGE AND PRE-POST SCORES BY GRADE LEVEL, SCHOOL A (READING) N=128

	Level					
	1,2	2,3	3,4	4,5	5,6	6,7
Pre $\bar{x}$	.57	1.5	2.4	3.4	1.9	4.3
Post $\bar{x}$	1.10	1.7	3.1	4.2	3.2	6.2
Change (average)	+.53	+.20	+.70	+.80	+1.3	+1.9

In the other school an open-book test was used and the assessment of change cannot be as exact. It was decided that children who were working at reading readiness, pre-primer I, or pre-primer II would be scored dichotomously; 1 if they improve 1 level or more, 0 if they did not change level. In other words, a change of 1 level would be considered as having met the .2 criterion. Of the 231 students in the sample in school B's program, 185, or about 80 percent showed .2 year's or better reading growth. Table 7 contains data on the distribution of average change and pre-post scores by grade level.

TABLE 7

DISTRIBUTION OF AVERAGE CHANGE AND PRE-POST SCORES BY GRADE LEVEL, SCHOOL B (READING) N=231

	Level 1	2	3	4	5	6
Pre $\bar{x}$	*	*	2.4	3.5	2.9	4.0
	*	*	2.8	3.7	3.2	4.2
	*	*	+.4	+.2	+.3	+.2

d exactly because of presence of many readiness

n objective was to determine whether or not the program attended at least 60% of the sessions. pertaining to that objective.

TABLE 8

THER DEMOGRAPHIC DATA ON SDES PROGRAM

	PS 137	20	Total
	12	14	26
Attendance	9	11	20
Attendance was			
	140	249	389
	15.5	22.6	19.5
	9-25	19-27	9-27
August Absences per Student	5.3	3.0	3.8
# of Students Attending 60% or more (18 days)	109	223	332
Attending 60% or more sessions	77.9	89.5	85.3

Table 9 contains frequency data on numbers of days absent by school and percentages.

TABLE 9

ABSENCES BY SCHOOL: FREQUENCIES AND PERCENTAGES

# of Absences	PS 137		PS 20		TOTAL	
	f	%	f	%	f	%
0	19	13.4	63	25.2	82	21.0
1-3	52	37.1	103	41.3	155	39.8
4-6	31	22.1	52	20.7	83	21.2
7-9	12	8.4	17	6.8	29	7.3
10-12	9	6.3	9	3.6	18	4.5
13-15	5	3.5	5	2.0	10	2.7
16+	13	9.2	1	.4	14	3.5

L. TEACHER PERCEPTIONS OF THE PROGRAM

As part of the evaluation, teachers were asked to respond to a questionnaire which assessed: 1) how successful the SDES was in meeting specific aims of the program; 2) the reading program's effectiveness; 3) the math program's effectiveness; 3) the language arts program's effectiveness; 5) the culture program's effectiveness; 6) adequacy of Educational Assistant's help; 7) effectiveness of administration; 8) positive features of the program; 9) negative features of the program; and 10) recommendations for program improvement. The entire questionnaire is reproduced in Appendix C. In PS 20, fourteen (14) teachers responded to the questionnaire, while in PS 137, thirteen (13) teachers responded. This represents a return rate of over 90%.

The data in Table 10 summarizes teacher opinion concerning the program.

TABLE 10

PERCENTAGES OF TEACHERS IN SDES PROGRAM EVALUATING THE PROGRAM AS GENERALLY EFFECTIVE OR EXTREMELY EFFECTIVE IN VARIOUS COMPONENTS N=27

COMPONENT	% evaluating at generally effective or extremely effective
A. Program Aims (meeting of)	
1. Remedial help in Academics	96%
2. Appreciation of Need for School	93%
3. Appreciation of Minority Cultures	82%
4. Arts and Crafts	57%
B. Effectiveness of Reading Program	
1. Materials	93%
2. Appreciation for Reading	93%
3. Teaching Skills	100%
4. Motivating Independent Reading	89%
C. Effectiveness of Math Program	
1. Materials	92%
2. Every day Math	80%
3. Teaching Skills	85%
D. Effectiveness of Language Arts	
1. Materials	76%
2. Encouraging Originality	70%
3. Written and Spoken Facility	85%
4. Formal Parts of Speech	47%
E. Effectiveness of Culture Program	
1. Materials	59%
2. Appreciation of Black and Puerto Rican Culture	75%
3. Related Projects	58%
F. Educational Assistants	
1. Help in Planning	80%
2. Classroom Activities	92%
3. Housekeeping	96%
4. Keeping Order	77%
G. Administration	
1. Staff Communications	100%
2. Guidance and Professional Advice	100%
3. Curriculum Materials	100%

The above data supports the assertion that teachers in the program were quite favorably impressed by its components. The only exception would seem to be the "Culture" program and, to a lesser degree, the language arts. Apparently the teachers were not convinced that the Black and Puerto Rican studies provided appropriate materials and succeeded in relating what was learned in the classroom to meaningful outside projects.

Teachers were also asked open-ended questions concerning what they saw as negative factors and positive factors, as well as recommendations for future SDES programs. These responses appear in abbreviated form in Table 11.

TABLE 11

TEACHER RESPONSES TO OPEN-ENDED QUESTIONS CONCERNING THE PROGRAM N=27

Responses	f
A. Positive Features	
1. Variety of Activities	3
2. Good Teaching Materials	14
3. Competent Personnel	9
4. Individualized Instruction	13
5. Positive Atmosphere	11
B. Negative Features	
1. Classes Too Large	9
2. Culture Program Not Organized to Appeal to Children	4
3. Lack of Math Materials	2
C. Recommendations	
1. Smaller Classes	8
2. Earlier Staff Appointments to Provide Planning Time	2

Responses other than those listed in Table 11 were given, but these were items mentioned by a single individual. Therefore, they were not included. Apparently the major considerations in the eyes of the teachers are educational materials and class size.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. The program fell slightly short of the objective of having 90 percent of the students attain .2 years growth in reading. In one school, 87 percent met this criteria and in the other school 80 percent attained this goal.

B. The attendance objective seems to have been successfully met. Overall figures showed 85 percent of the students attending 60 percent or more of the sessions. The two schools yielded individual figures of 78 and 89 percent, however a rather substantial difference.

C. The majority of teachers responded favorably to the program and asserted that it met its aim. Culture studies was evaluated as the weakest component and next above that, language arts. Considered most weak were the materials used in the culture program and the effectiveness of the language arts program in teaching formal parts of speech.

D. Two issues most frequently mentioned by teachers in open-ended questions were class size and the availability of materials, particularly in the area of mathematics. Although no hard data was collected on this point, the observer felt that there was less teacher commitment to the mathematics component than to the reading component. Rather large discrepancies in class size were noted (9 - 27).

E. The ethnic distribution of students volunteering for the program approximated that of the district as a whole with a slight over-representation of Orientals and under-representation of Blacks.

F. Teacher selection procedures were acceptable except in the case of the "Culture" teachers who were assigned by the central board. In one case (out of two) the teacher came to the program with a secondary education background.

G. Staff morale was high and the administration of the program was considered sound by both teachers and evaluators.

Recommendations

1. Greater emphasis should be placed on the acquisition of appropriate materials for the mathematics program. In addition, some effort should be made to organize and gain the support of teachers in the mathematics program.

2. Criteria used by the local school administration for screening of "Culture" teachers should be improved and strictly observed to ensure the compatibility of background, training and assignment.

3. Some effort should be made to equalize class size across classes within the program. Some indication of how this would be effected should be given in any subsequent proposals.

4. Program should be recycled if attention is given to the above points.

HOMEWORK HELPER

EXECUTIVE SUMMARY

1. This report is concerned with the history and development of the Homework Helper Program since its inception in 1963, the changes in the Homework Helper Program brought about by decentralization, and the eleven junior high schools in District 1 during the summer of 1971.

2. Objectives of the Program

   1. To improve the reading skills of 80% of the tutored pupils by .2 grade equivalent units.

   2. To improve the educational aspirations of 75% of the tutored pupils.

   3. To enhance the educational plans for the tutors, such that 80% of the students plan to remain in school.

3. Objectives of the Evaluation

   1. To determine whether the reading skills of 80% of the tutored pupils improved by .2 grade equivalents.

   2. To determine whether the educational aspirations of 75% of the tutored pupils improved.

   3. To determine whether the educational plans for the tutors were enhanced such that 80% of the students plan to remain in school.

4. Findings

   a) There were significant grade equivalent gains in reading achievement in two of the schools in the program, and the mean grade equivalent scores showed significant differences for the group as a whole.

   b) There was no significant change in pre-post responses indicating that students had raised their educational aspiration levels.

   c) 80.2% of the tutors plan to graduate from college.

CHAPTER I: INTRODUCTION

History of the Homework Helper Program

In the early 1960's, concern for the rising numbers of adolescents engaging in juvenile delinquency led to the formulation of Mobilization for Youth, a composite of thirteen programs designed to redirect more constructively the energies of New York City Youth. The thrust of Mobilization for Youth was to provide employment for teenagers, thereby giving them leadership opportunities other than those provided by gang membership. One of these thirteen programs was the Homework Helper Program, in which teenagers were hired at the rate of $1.50 an hour to tutor younger children in reading and mathematics.

Originally, criteria for selection as a tutor in the program included economic need, satisfactory school work, recommendations of teachers and guidance counselors, and no more than one year's retardation in reading achievement. Such critera did not result in reaching the population for which the program was originally intended -- those who were alienated from participation in school leadership activities, were dropping out of school and joining gangs, and were not likely to be only one year behind in achievement.

Since the program was partially funded by the Board of Education, whose system traditionally rewards educational success, there was some disagreement between those working for the Board and those primarily responsible to the program itself as to the efficacy of selecting youngsters who were not succeeding in school to tutor the younger children. Increasingly, however, evidence was compiled that showed it was not so much the level of educational achievement attained by the tutor, but rather the relationship he established with the student that was the biggest factor in success in learning to read. As this became understood, criteria for selection as a tutor were altered so that two, and later three years, of reading achievement retardation became the norm and the composite body of tutors began to resemble more closely the population for which the program was originally intended -- the alienated teenager.

The program enrollment in 1962-63 included 110 tutors, and 300 students who were in nine schools throughout New York City. The following year the number rose to 330 tutors and 700 students with eleven school centers until 1969, when 150 schools were operating Homework Helper Centers.

City-wide decentralization in the fall of 1967 had quite an impact on the organizational structure of the program. Until that time, Dr. Albert Deering had been the coordinator of the program and was involved with helping to staff and equip the centers, providing some uniformity among centers and adhering to the original design which provided nearly a one-to-one relationship between tutor and student. Following decentralization, Dr. Deering was made a resource person, with administrative responsibility shifting to district leaders who were free to select, reject, or modify the existing program. Many districts chose to stay with the program, continuing to adhere to the original intent, while others dropped the program entirely, changed the programs' name, or increased the ratio between tutors and students so that the nature of instruction shifted to small group rather than individual. In other districts acceptance of responsibility for the program spurred careful and conscientious program implementation. At any rate, decentralization put control over the program in the hands of the district coordinators.

In 1969, two more changes took place. A field staff was added and placed under the direction of Dr. Deering and the program was broadened to include centers in junior high schools and high schools where, formerly, the Homework Helper Program had been only in elementary schools. At this point, operation of the elementary and junior high centers was carried on almost exclusively by district personnel, Dr. Deering, and the new field staff concentrated their efforts on developing the high school centers.

While the purpose of the Homework Helper Centers remained the same for elementary, junior high and senior high schools, there are still some differences in the character of the programs. In elementary school and junior high schools, focus is on reading and mathematics skills and a firmly established and somewhat long-term relationship between tutor and student. The program population is fairly stable, with most students participating for at least one school year. In the high schools, however, the centers are being utilized for more specific short-term needs, such as an intensive content review in algebra or biology. This being the case, the program population shows a high rate of turnover, and it becomes increasingly difficult to evaluate the success of the program in terms of achievement level gains. Most requests for tutorial assistance in the high school centers are for the content areas of mathematics and foreign languages.

During the course of its nine year history, numerous evaluations have been made of the Homework Helper Program. Following is a review of the theory behind the program's design as well as a review of studies conducted to assess the strengths of the Homework Helper Program.

Studies of the Homework Helper Program

Little was known about the efficacy of employing non-professional tutors to assist children who have fallen behind in their reading before the advent of the Homework Helper Program in New York City in 1963. Most educators assumed that the problems of the retarded reader from a disadvantaged home were so complex that only professionally trained reading specialists could be of assistance. Salzman points out, however, that among social workers and educators who have worked in slum-area schools, there was a growing belief that important contributions to the educational development of culturally disadvantaged children could be made by other young people whose life experiences provide a basis for empathy with the population being served. According to this view, the young tutor's ability to understand and communicate with low achieving children in his social and economic group help to compensate for the tutor's lack of a higher education and knowledge of teaching methods.

Cloward evaluated a program that featured the employment of high school students in a slum area as tutors for low-achieving public elementary school pupils. This was part of a demonstration tutorial project which was conducted in New York, jointly sponsored by Mobilization for Youth and the Board of Eduation. Eleven tutorial centers were established in neighborhood elementary schools, and two hundred forty students from local academic and vocational high schools were hired to tutor five hundred forty-four fourth and fifth grade pupils. Each Center was directed by a master teacher who, in addition to administrative activities, was responsible for training the tutors. For purposes of evaluation, tutors and tutees eligible for the program were randomly assigned to experimental and control groups. Experimental pupils were tutored either once or twice a week for two hours. The results of the study show that after five months of tutorial instruction, pupils in the four-hour treatment group showed significantly greater improvement in reading ability than did control subjects with an average of six months' reading improvement in five months' time. During this same period, the control pupils showed only three and a half months' growth. The two-hour treatment group made a gain of five months in reading during the five-month period, which also exceeded the gain of the controls, but the difference was not statistically significant.

The effect of the program on the reading ability of the tutors was also analyzed, and much to the surprise of the investigators, the program had a major effect on the reading achievement of the tutors. The tutors showed an average gain in reading of three years, four months, as compared with one year, seven months for the control subjects. In addition, the data for the tutors as well as for the pupils indicated that the effects of the experimental treatment were maximized for subjects with initially low reading

skill. Although no significant differences were found between tutors and their controls on before and after measures of school grades (teacher evaluations), the author speculates that the high reading gains made by the tutors may well enable them to earn higher marks in their future school work. At any rate, it is clear that service as a tutor did not adversely affect school achievement.

Two substudies were conducted in an attempt to establish guidelines for the selection of future tutors. The data of these studies led the author to conclude that pupil reading gain was not related to or influenced by the demographic, intellectual, or attitudinal characteristics of their tutors.

It is clear from these findings, that tutors do not need twelve years of formal education and extensive training in reading pedagogy to be effective. They do not even need to be highly successful in their own school work. Apparently, the average high school student can learn to be an effective tutor for the elementary school child.

Contrary to expectations, high school students are effective tutors with pupils who are severely retarded in reading. Cloward suggests that these are the youngsters who, because of their unsatisfactory progress in school, have come to expect ridicule, rejection and continued failure. Teachers tend to regard these children as a burden, and are reluctant to spend class time in an attempt to teach them the basic skills that they failed to learn in earlier grades. In a tutorial situation, where emphasis is placed on individual attention and basic skill training, these youngsters can make substantial progress in reading.

Since the major impact of the tutorial experience was on the tutors themselves, this finding has implications for both education and youth employment. Tutorial programs not only can provide older youth in a low-income area with gainful employment, but can serve to upgrade their academic skills as well. Indeed, the high reading gains made by tutors who were reading far below grade level at the beginning of the study raise the question of whether high school drop-outs might be successfully employed as uttors, not just to help under-achieving elementary-school pupils, but to improve their <u>own</u> academic skills. Having experienced failure and humiliation in the classroom and being alienated from school, these youngsters tend to rebel against learning situations in which they are cast in the role of a student. Assigning tutorial roles to such adolescents might help to make learning enjoyable and profitable for them, as well as to give them an experience of "success."

All other reports of the New York City Homework Helper Program show similar positive results for both tutor and tutee. As of December 1969, there were one hundred centers operating in New York City, serving one thousand five hundred tutors and four

thousand five hundred elementary and high school age tutees. The tutees appear to be benefitting in two ways, both by receiving individual help in basic skills and study habits, which enables them to upgrade their academic skills, and by the opportunity to identify with a positive role model offered by the tutor. The tutor is gaining in several ways too. Payment to tutors of $1.50 to $2.00 an hour may enable them to remain in school; their reading levels are going up; and finally, the tutorial experience may motivate them towards improved academic achievement and the choice of a career in teaching.

A somewhat different Homework Helper Program is being carried out in Sacramento, California. There, study centers were set up in churches and other host agencies, and college students were recruited and trained as volunteer (unpaid) tutors. The outstanding result of this program so far has been in the field of human understanding. The centers are supervised and staffed by persons of all races. For many of the tutors, this is their first opportunity to meet and work with each other on an equal basis, particularly in the case of Caucasian and Negro. Mutual respect and admiration has developed which, hopefully, will serve to make these college tutors more understanding and effective in their future roles as teachers, social workers, sociologists, community leaders and citizens. In addition, the tutors report that they find the experience of working with the children a most rewarding way for the tutor to develop insight and understanding into the world of the culturally different and low socio-economic child which will be invaluable to them later on.

Description of the Homework Helper Program in District 1, Summer 1971

The summer 1971 Homework Helper Program served children in District 1's elementary and junior high schools and non-public schools and operated in eleven centers located in the following schools: PS 15, PS 19, PS 34, PS 61, PS 63, PS 64, PS 97, PS 134, PS 140, PS 60 and JHS 56.

First in priority for student selection were those held back from promotion in grades 6 and 9 in public schools and grade 7 in non-public schools. Second in priority was remedial help for grades 4 to 7. The program sought to raise the levels of reading achievement by individual tutoring and the provision of role models by junior high, high school, and college-aged youth who would hopefully be improving simultaneously their own aspirations for school success. The provision of a salary with increments for the tutors was designed to act as motivation for not only joining the program, but also remaining in school for further education.

About 500 children were served in the program, although originally the plan had been to service only about 440. Operating from 9 a.m. to 1 p.m. Monday through Friday, the program time was devoted to individual and group tutoring, snacks, teacher preparation, pupil counseling, and educational trips. The program had twenty-nine sessions from July 5 to August 13, 1971, during which time it was hoped that professional and paraprofessional staff members would be brought together for staff conferences, but a variety of reasons prevented this plan from being carried out.

Personnel

There were 220 student aides who tutored younger children on a one-to-one basis under the supervision of a licensed New York City Board of Education teacher designated the master teacher. Pupils attended for two hours per day -- either 9 to 11 a.m. or 11 a.m. to 1 p.m.

Twenty-two educational assistants, under the supervision of the teacher-in-charge and the project coordinator, assisted the recruitment and registration of children, checked on absentees by visiting homes, accompanied groups on trips, and the like. Preference in employment was given to those paraprofessionals previously employed and seniors in the program.

The project coordinator coordinated the program in 11 schools and supervised personnel in all 11 Homework Helper Centers and was responsible for the selection of materials and supplies.

Materials

The program used Readers Digest Skill Texts, SRA Reading Laboratories, and L.W. Singer Structural Reading Series. Student aides received Teachers Manuals and were instructed in their use. Educational programmed materials such as Field Enterprises Cyclo-Teacher and Random House Structural Reading Series were used. A Center newspaper was published in each center.

Trips

Each of the 11 Homework Helper Centers took two excursions by bus to places such as Palisades Park and all attended a puppet show. Some centers took informal independent trips planned at the discretion of the master teachers.

CHAPTER II: PROCEDURES

Population

The population of this study was composed of the elementary and junior high school students who received tutorial help through the District 1 Homework Helper Program and the junior high school and college youth who actually did the tutoring. The tutored students numbered close to 500 and the tutors numbered about 250. All were located in one of 11 centers operating in the summer of 1971.

Sample

Three of the centers were randomly selected from the 11 centers. The children and tutors participating in the program at these three centers -- PS 61, JHS 56, and PS 19 -- composed the sample group. Because of fluctuations in program attendance, the sample group of both tutors and students shifted, numbering 49 tutors in July and 58 tutors in August, with 137 students in July and 108 in August. Of this group, 47 tutors and 98 students composed a stable sample group for purposes of gauging changes in educational aspirations as specified in evaluation objective 2. These numbers represent 20% of the student population and 23% of the tutor population.

Tutors were overwhelmingly female -- with 39, or 83% girls, and 8, or 17% boys. Of the students, 38, or 39%, were boys, and 60, or 61%, were girls.

Grade placement of tutors ranged from 7th grade to college sophomore, while students ranged from 2nd graders to 10th graders.

Methods of Evaluation

Evaluation Objective 1:

In order to assess whether or not 80% of the tutored pupils improved their reading skills by .2 grade equivalents, all students were given the Metropolitan Reading Achievement Test during the last week of the program.

Because of the brevity of the summer session, as well as some autonomy among the master teachers, pre-testing procedures were not uniform. At JHS 56 the Metropolitan was also administered during the first week of the program and was used as comparison data.

were administered at PS 19 and PS 61, the
e April 1971 school year achievement tests
on data. This posed a few obvious problems.
adjustment necessary in accounting for
nt accrued during the remainder of the school
year. Another problem encountered was the unavailability of
Spring test scores for those children in the summer program
who attend parochial schools during the school year.

Evaluation Objective 2:

In order to assess whether or not the educational aspirations of 75% of the tutored pupils were raised, a questionnaire was administered on a pre-post basis. Particular attention was paid to items 9, 10, and 11 in analyzing the resutls in relation to this objective.

Evaluation Objective 3:

In order to determine whether or not 80% of the tutors plan to remain in school, a questionnaire was administered on a pre-post basis. Item 8 was of particular importance in analyzing the results in relation to this objective.

General Program Functioning

Data regarding the overall functioning of the program in District 1, as well as the effect of decentralization on the program's organization, was gathered through interviews with district coordinators, master teachers, past city coordinators, tutors, and children. These interviews were informal and the results are reflected in the Introduction to this report and in the Recommendations.

CHAPTER III: FINDINGS

Evaluation Objective I:

Pre-post test comparisons of reading achievement using correlated "t" tests are reported in Table I below.

TABLE I

"t" TEST COMPARISONS OF PRE-POST READING ACHIEVEMENT TESTS BY HOMEWORK HELPER CENTER

School	N	Pre-Test Mean	Post-Test Mean	"t"
JHS 56	21	6.48	7.18	6.945*
PS 61	37	3.88	3.82	0.442
PS 19	19	4.47	4.94	5.524*
TOTAL	77	4.74	5.00	3.052*

*Significant at .05 level

It can be noted that reading gains in JHS 56, PS 19, and the group considered as a whole met the objective of .2 grade equivalent growth as well as significant pre-post differences.

It must be noted that several uncontrollable events may have affected these results. First, non-public school student pre-post data was unavailable and therefore these students were not included in the analysis. It is, of course, impossible to predict what effect their inclusion would have had on the pre-post comparisons. Secondly, pre-test data was not uniformly available from all schools and in some cases, scores had to be obtained from the April, 1971 testing program. And finally, the brief period from July 1 to August 13 may not offer sufficient opportunity for the effects of this program to be felt.

Evaluation Objective II:

There was no significant change in pre-post responses indicating raising of the level of educational aspirations. (See Table II) It should be noted, however, that aspirations were on the whole fairly high as reflected in the July tally. This may reflect the fact that those who choose to enroll in the Homework Helper Program have higher educational aspirations than the general population. It is also not known if the summer 1971 Homework Helper Program population in District 1 reflects the year round program program population, although many of the students had been in the year round Homework Helper Program.

TABLE II

ANALYSIS OF CHANGES IN EDUCATIONAL ASPIRATION LEVEL
OF STUDENTS REFLECTED IN RESPONSES TO ITEMS
9, 10 AND 11 ON JULY AND AUGUST STUDENT QUESTIONNAIRES

Item 9	N	%
No Change	70	72
Dropped	12	12
Raised	15	16
Item 10		
No Change	66	68
Dropped	14	14
Raised	17	18
Item 11		
No Change	60	62
Dropped	21	22
Raised	16	16

When the data was analyzed by grade, however, there seemed to be an inverse relationship between degree of change with respect to career aspirations and grade level. (See Table 3)

TABLE III

PERCENTAGE OF STUDENTS BY GRADE WHO
CHANGED CAREER ASPIRATIONS ON PRE- AND POST-TALLIES

Grades	N	% of Students Who Changed Career Aspriations
2 & 3	12	100 %
4 & 5	26	61.5%
6 & 7	33	51.5%
8, 9 & 10	26	50 %

The numbers of students reported by master teachers as remaining with the program, later becoming tutors or educational assistants themselves, indicates another facet of program impact.

Evaluation Objective III:

According to the August tally, 80 2% of the tutors planned to complete college or graduate school, a figure which meets the criteria of evaluation objective III. In addition, 83.6% plan to attend college for some period of time and 99.1% plan to graduate from high school. (See Table IV)

TABLE IV

PERCENTAGES OF TUTORS RESPONDING TO ITEM 8 OF THE AUGUST TUTOR QUESTIONNAIRE:

"How far in school do you expect you'll really go?"

1.	Quit now	1.7%
2.	Attend high school	0
3.	Finish high school	15.5
4.	Graduate secretarial/trade school	0
5.	Attend college	3.4
6.	Finish college	48.2
7.	Do graduate work	31.0

TABLE V

DISTRIBUTION OF TUTORS RESPONDING TO PRE- AND POST-QUESTIONNAIRES BY SCHOOL

School	July	August
PS 61	19	18
PS 19	18	14
JHS 56	18	17
TOTAL	53	49

TABLE VI

DISTRIBUTION OF STUDENTS RESPONDING TO PRE- AND POST-QUESTIONNAIRES BY SCHOOL

School	July	August
PS 61	54	31
PS 19	43	40
JHS 56	41	35
TOTAL	138	106

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In general, the Summer District 1 Homework Helper Program can be characterized as having met its objective of increased reading achievement.

Evaluation Objective I:

1. In addition to the finding that two of the three sample schools in the total group showed a significant gain in mean grade equivalents in reading achievement, individuals at all schools improved their reading skills according to reports from tutors and master teachers.

2. The unavailability of pre-test data for children in the Homework Helper Program who attend parochial schools limited our ability to assess achievement gains.

Evaluation Objective II:

1. There was a narrowing of the gap between hoped for and planned career choices and some indication that career choices were more realistic near the end of the program than at the beginning.

2. The large majority of children at all schools recognized the value of a college education and planned to remain in school.

3. Grades were very important to nearly all youngsters responding.

4. While there was no significant growth in educational aspirations on the parts of students in general, aspirations were already high as reflected in the July tally.

Evaluation Objective III:

1. While most of the tutors did plan to remain in school, only a small number reported that this decision was a result of the salary received as tutors in the Homework Helper Program.

General

1. The absence of difference between pre- and post-testing is more than likely related to the brevity of the summer program and the unreliability of testing data over such a short period of time. Despite the lack of hard data in supporting achievement gains as a result of this study, earlier studies indicate that the Homework Helper Program has a role in raising reading achievement levels.

2. The Homework Helper Program, while benefitting students, may have its biggest impact on tutor growth as is reflected in earlier achievement studies, and is suggested by the results of this study.

3. Most students and tutors seemed satisfied with the program. Of those who expressed displeasure, the main complaint was about the lunches.

Recommendations

Evaluation Objective I:

1. Pre-testing should be implemented uniformly for all Homework Helper Program centers during the first week of the program.

2. Alternatives to the use of the Metropolitan Reading Achievement Test for all students should be investigated, since, in view of the diverse language and cultural backgrounds of the students, this test may not be an appropriate measure of actual achievement gains for all students.

Evaluation Objective II:

1. An experimentally designed study should be undertaken to determine if those students choosing to enroll in the Homework Helper Program reflect the general population.

Evaluation Objective III:

1. An effort should be made to improve the ratio of male tutors to male students.

General Recommendations

1. The program should be continued and expanded to include more schools.

2. The autonomy enjoyed by the master teachers should be continued since it seems to foster professionalism. However, with respect to testing, there should be uniform pre- and post-schedules.

3. The quality of the lunches and their appropriateness for hot weather should be investigated.

4. Tutor salaries should be raised to compete with other jobs available to teenagers.

5. Every effort should be made to maintain the standard of one-to-one tutor-student diad, since when student numbers increase to small group size, tutor behavior begins to mirror teacher-in-class behavior.

B.E. # 33-1-1648

THE CONTINUAL DEVELOPMENT PROGRAM FOR CHILDREN OF RETARDED MENTAL DEVELOPMENT IN DISTRICT 1

The Continual Development Program for Children of Retarded Mental Development in District 1, PS 19, Manhattan is a summer program for children of various ages and degrees of retardation. Included in the program are both trainable and educable mentally retarded children who are in one of five special classes. There are two classes for the trainable (younger and older), two primary classes for young retarded children who are educable, and one intermediate class for older educable retarded children. Among the children are perceptually handicapped, neurologically impaired, socially and emotionally immature children, who require special methods of training and education. All District 1 public and non-public schools were invited to attend the program through their respective principals.

There are fifty-six children in attendance (as of August 13, 1971) who are served by staff consisting of a program trainer, a coordinator, five classroom teachers, a teacher of health education, a school psychologist, a social worker, six educational assistants and a secretary.

I. PROGRAM DESCRIPTION*

The program began on June 28th, for 2 hours after 3 p.m., with three preparation sessions to organize, plan, schedule, outline, train, prepare and demonstrate methods and materials for the program by the staff. Children's instruction began on July 1, 1971 and continued through August 13, 1971, with 30 sessions of instruction and guidance. The program operated from 8:45 to 2:15 p.m. Seven classrooms were used -- one as an office, along with other necessary facilities and services such as lavatories, gym, and auditorium.

The children in the program meet with a different teacher each period for such specialized activities as homemaking, arts and crafts, language arts, music, industrial arts and health education. In other words, the program is departmentalized. The children, however, do remain together as a class. The children were initially assigned to classes according to their age, achievement levels, and special needs and abilities as assessed by the staff. When the children arrive at school in the morning they are met by their official class teachers and educational assistants who take them to their rooms. The children spend the first period with their official class teacher who provides instruction in her subject. The children then travel with their own group to different classrooms each subsequent period. Just before dismissal time the children return to their official rooms where the teachers review the day's work and then the teacher escorts the children to the buses. Each class has six different subjects during the day.

---

*Obtained from school reports and records and on-site observations.

The teacher, in preparation training sessions for the program, was given background data on each child assigned to her class. The strengths and weaknesses of each child were considered. Thus, the teachers tended to be quite familiar with each child coming into the program and were able to prepare lesson plans and program outlines.

During the preparation training sessions the use of educational assistants was also planned. The assistants are helping teachers with classroom activities and trips, making home visits, picking up children missed by the bus, gathering material needed by the program and so forth.

The program trainer helped organize the training sessions and the program, made budgetary requests, ordered materials, and acted as an advisor to the entire program. She was available throughout the training sessions plus the first two weeks the children were in attendance. She remains in contact with the coordinator regarding the progress of the program.

Other matters discussed during the orientation sessions related to bus transportation, the lunch program, room assignments, procedures for handling discipline problems, classroom routines, curriculum areas, uses of school psychologist and social worker, planning, equipment and materials, and safety.

According to the program coordinator:

> "The majority of the children participating in the program come from disadvantaged areas, with the result that their experiences are limited. In most cases, their lives are centered around the neighborhood in which they live, and few, if any, have the opportunity to visit various places of interest. In view of this situation, the teachers and I formulated a schedule of trips which would be meaningful and enjoyable, and add to their limited experiences. Two trips were planned each week, one within the local area, and the other, a longer trip, outside New York City."

For three days of each week, from 9 a.m. to 1 p.m., Monday, Wednesday and Friday, the program has the services of a psychologist and a social worker. The school psychologist tests children who are recommended for retesting by the Bureau of Child Guidance and also when teachers feel that a child's I.Q. record is not valid or does not reflect the child's present situation. The school psychologist retested the children with Wechsler, Stanford-Binet, Bender-Gestalt, Peabody, and other tests in order to assess the ability levels of the children and to determine continuance in CRMD Special Educational Program or placement in the regular school program. The psychologist did not work with small groups of children as planned, because the number of requests for retesting children was so large and she gave this activity priority. At the end of the program she submitted a report of agency referrals and family consultation rendered during the course of the program. A profile of each child will be sent to the regular school incorporating the results of the report.

The social worker, working in conjunction with the school psychologist, visits homes, interviews parents at school, refers parents and children to appropriate agencies, works with individual children, attempts to locate new resources, and attempts to establish positive relationships between parents and the school.

II. PROGRAM OBJECTIVES

In general the program seeks to provide, during the summer weeks, learning situations in an informal, relaxed atmosphere, which are geared to the individual needs, abilities and interests of each child. It also attempts to provide continued academic instruction, reinforcement of previous skills, broadening of social, personal and vocational skills towards future independence, and training to develop the physical abilities of the children. In addition, the program offered a schedule of trips to aid in broadening the children's experience and knowledge.

In addition to these objectives, there are a number of special materials and equipment which are being used and evaluated for possible use in the CRMD program during the regular school year.

III. EVALUATION OBJECTIVES

There were objectives guiding this evaluation of the Continual Development Program for children of Retarded Mental Development program:

1. To assess the development of students during the course of the summer program on the following dimensions:

   a. ability to care for physical needs
   b. ability to resolve conflicts with teachers and students
   c. ability to express requests clearly
   d. ability to speak clearly
   e. ability to write names of self and others
   f. ability to understand the use of money
   g. ability to cooperate with peers in groups
   h. ability to understand signs and directions
   i. ability to express emotions functionally
   j. knowledge of current events

2. To assess the extent to which the sutdents and teachers exhibited indices of rapport with one another in terms of observed student initiated communications with teachers, the breadth of topics students discuss with teachers, observer recordings of withdrawal and approach patterns, and statements of students.

3. To assess the classroom management techniques which were employed by the teachers in terms of behavioral observations of teachers focusing on types of reinforcement schedules employed when dealing with disruptive student behavior, withdrawal and desired responses.

4. To determine the orientation and content of activities in terms of academic, social and personal adjustment skills as assessed by behavioral observations and communications analyses. Of particular interest was a concern for whether trips and other non-academic appearing activities were employed as vehicles to motivate children engage in skill attainment tasks.

IV. EVALUATION PROCEDURES

In order to assess the attainment of development skills indicated under Evaluation Objective 1, above, teacher ratings of the students for a period at the beginning of the program and at the end of the program were obtained and compared. The ratings were by school level (See Appendix A). The comparative data were tabulated according to whether the students more closely increased by one or two levels or decreased by one or two levels over the period of the program.

Assessment of Evaluation Objective 2, 3, and 4, above, were accomplished by placing in each of the classrooms, without advance notice, a person who was trained in behavioral observation techniques, held certifying credentials in special education and has had seven years experience in working with special education children. This trained evaluator conducted classroom observation, attended trips and interviewed students, staff and administrators. In addition, excerpts from a report by the coordinator of the program to the district are included because the coordinator was able to discern certain problems and strengths occuring prior to or independent of the involvement of evaluation staff from Teaching & Learning Corp.

V. FINDINGS

Findings concerning the development of children as assessed by teacher ratings are included in the following table.

TABLE 1

COGNITIVE, AFFECTIVE AND SOCIAL SKILLS CHANGES:
JULY 1 - AUGUST 13, 1971

Behavioral Skill Type:	Number Who Changed: Increased 2 or more levels	Increased 1 level	No Change	Decreased 1 level	Decreased 2 or more levels
1. Ability to take care of physical needs.	1	17	25	1	0
2. Ability to resolve conflicts with teachers and other students.	5	11	27	0	0
3. Ability to express requests clearly.	3	12	28	1	0
4. Ability to avoid dangers.	3	12	28	0	0

(continued next page)

TABLE 1 (cont.)

Behavioral Skill Type	Number Who Changed: Increased 2 or more levels	Increased 1 level	No Change	Decreased 1 level	Decreased 2 or more levels
5. Ability to speak clearly.	3	10	28	0	0
6. Ability to write names of self and others.	4	9	31	0	0
7. Ability to understand the use of money.	4	8	33	0	0
8. Ability to cooperate with peers in groups.	5	16	19	0	0
9. Ability to understand signs and directions.	5	20	19	1	0
10. Ability to express emotions functionally.	3	17	25	0	0
11. Ability to understand current world events.	1	9	35	0	0
12. Ability to take care of activities in daily living.	4	8	31	0	0

Examination of the data in Table 1, above, presents a clear picture that the overwhelming proportion of changes in students occuring during the period of the program are, according to teachers, the types of changes for which the program was organized. Teachers perceived growth among students in all areas of academic and personal and social adjustment which were stressed in the program.

It is one thing, sometimes, for teachers to assess growth and another for others to see the same results. Consequently, we obtained the views of both other trained staff in the program and trained evaluation staff from Teaching & Learning Research Corp.

The following are excerpts from statements by the Coordinator.*

"Much of our classroom work revolved around the trips, and they provided a great source of motivation. Lessons and other related activities 'grew out' of them, and also, projects and exhibits were constructed, depicting highlights of the excursions.

---

*Obtained from "Continued Development Program for Children of Retarded Mental Development." A report by Shapiro, August 13, 1971. Mimeographed.

"During the summer, I have frequently sought the opinions of teachers regarding the program. I wanted to know their feelings concerning the positive aspect of the program, their criticisms, and possible suggestions for improvement. More or less, they were in agreement as to their appraisal of the program.

"All were agreed that the orientation sessions were extremely productive and fruitful and gave teachers an opportunity to develop ideas and help finalize them. Other comments made concerning the positive aspects of the program included: the new experiences afforded through trips were immeasurable; the relaxed, informal atmosphere served to enrich as well as reinforce the curriculum for the children; the opportunity for meeting children from other schools, and working on projects in which there were common objectives, provided distinct social advantages; the departmentalized program is a unique way of reaching these children and provides a well-rounded education. In general, they all agreed that the program is successful for offering new outlets and experiences for mentally retarded children."

The Evaluation Director of this study and an educational consultant, both specialists in special education and evaluation and behavior observation strategies made a total of 12 site visits. In their words, "We were extremely impressed with the extent of cooperation displayed and the amount of positive changes that occurred over the 6 week period." "It is unfortunate that the program has to stop right now." "Many of the children acquired new interests in learning and going to school. "The real benefit will show up in the regular school year."

As far as rapport between the students and their teachers is concerned, 9 out of 10 students, when interviewed, were very positive about going to summer school. To the question: Is there anything in school which you especially like to do? many answered with "Help the teacher," a good indication of rapport.

In addition, behavioral observations indicate that students with only rare exceptions initiated much of the dialogue they had with teachers and that they were willing to talk about anything. Given the above conditions, along with the observer's observations that the classes and trips appeared to be happy events for nearly all of the children, we must conclude that warm relationships existed between teachers and their students.

It appeared to the observers that each class was governed a large part of the time by what is commonly referred to as "positive social reinforcement schedules: in that the teachers tended to praise any indication of desired responses on the part of the children and ignored inappropriate acts, unless disruptive of the class. Furthermore, each student received considerable individual attention as well as group involvement. Withdrawal was a very rare occurrence on the part of the children.

Examination of the content of class and individual discussions between teachers and assistants and students led to the observers' conclusion that trips and play activities were used to foster desired outcomes among the students. For example, after a trip on a ferry boat, a teacher showed

his students how to build tug boats and in the process the children dealt with arithmetic, form and space concepts. No traditional academic activities such as drill or commercial programs assigned to teach reading were noted in use. However, the children learned many elementary reading skills in the presence of the observer while working on various tasks. Hence, it is concluded that the program is definitely oriented toward the attainment of basic intellectual skills as well as personal and social adjustment competencies.

One final quote gives some indication of how resources were mobilized to further skill development.

> "The teachers also commented on the special materials and equipment used during the program. They felt these materials served as a great source of motivation for the children. Equipment such as the tape recorder, filmstrip machine, phonographs, and movie projector brought to life many things that these children have never experienced. Activities such as puppetry and dramatizations enabled children who were previously reluctant to participate in class to become directly involved in classroom work."*

In spite of the above relatively glowing evaluation there were some problems. These problems were, however, difficulties of initial planning, administration and funding. The following excerpts from statements by the Coordinator of the program elaborate these difficulties.**

> "During the beginning weeks, we were plagued with a series of problems which threatened to disrupt the program. However, due to a staff which was truly concerned and deeply involved with the children, the program withstood these disruptions, and continued to function in a normal, constructive manner to serve the interests and needs of the children.
>
> "The first obstacle encountered was a lack of bus service for the first seven days. Our program is dependent on the school buses as the majority of our children live quite a distance from the school. This failure to provide buses hurt our attendance at the very beginning. From the first day on, while the program was in session, educational assistants would go to the homes of the children and bring them to school. In addition, teachers volunteered to 'pick up' children before work and take them home at the conclusion of the school day. This was done on their own time, both before and after work.
>
> "Another major problem was that the lunches for the children were not approved until after a week. Each day the dietitian would save the extra milk, and together with some peanut butter she had left over from the regular school year, would give them to the children. This

---

*Ibid.

**Ibid.

was their lunch for ten days -- milk and a peanut butter sandwich. This was barely enough for children, many of whom do not have adequate meals at home and look forward to the afternoon lunch at school. This meager meal was supplemented by food which the teachers bought for the children at their own expense.

"The cut in the number of teachers' hours was another problem. After working two weeks, and under the assumption that they would be compensated for a full day, the teachers were told, on July 13th, that they would be getting paid for one hour less each day. They were informed that they would not be paid for the lunch hour despite the fact that the teachers do not take a lunch hour, but instead stay with and supervise the children. The program could have been curtailed by one hour, but the teachers held a meeting and decided to maintain the same hours so as not to disrupt the program. This was evidence itself of their dedication and devotion both to the children and the program.

"The teachers were extremely critical of the problems encountered in the early weeks of the program relating to bus service, lunches and cuts in working hours, and stated that every effort should be made to avoid such a repetition."

The evaluation staff interviewed administrators, teachers and assistants and the above views by the coordinator were corroborated. Next year if the program is funded, most of these problems will probably disappear given utilization of this year's experiences and money for other services currently being provided for by the staff out of their own pockets.

VI. CONCLUSIONS AND RECOMMENDATIONS

There is no other reasonable recommendation possible given the above evaluations and findings and sufficient funds, than to suggest that the program be repeated next year. Every effort should be made, however, to try and find the money to provide bussing for the mentally retarded children who are served by this program. The fact that the staff provided much of their own time, money and their resources to providing these and other services is to be commended, but even so, it is a highly undesirable situation.

Retarded children more than others are very restricted in the summer months on the types of activities they can engage in. We therefore recommend that when priorities are considered for next year that the Continuous Development Program for Children of Mentally Retarded Development be given a very high priority in District 1, Manhattan.

VACATION DAY CAMP ENRICHMENT PROGRAM

I. PROGRAM DESCRIPTION

A. Background

The Vacation Day Camp Enrichment Program was established to provide a comprehensive educationally oriented recreation program for the children kindergarten through 9th grade of District 1, Manhattan. It was especially designed to accommodate children whose families might not otherwise be able to provide safe, professionally supervised recreational activities for the summer months.

B. Organization

The most fundamental goal of the Vacation Day Camp Program was to keep students profitably occupied for the summer. To achieve this end, the program was highly organized, well planned and well supervised. Scheduling procedures provided for a variety of activities attempting to account for each student's interests. The concept of the group and group activities tended to pervade the operation of the total program. Individual efforts and personal creativity were encouraged. However, such pursuits were to be accomplished within the group framework.

Administrative considerations notwithstanding, this system provided structure and organization to students whose lives may often have lacked personal or familial integration. Many groups gave themselves names, e. g., Mets, and were encouraged to think of themselves in this way. This furthered the attempt to encourage group cohesion and personal identification.

According to the original proposal, the program was to consist of an educational-recreational format which included enrichment activities in music, dance, arts and crafts, sports and physical activities. Five trips both inside and outside New York City were planned with the aim of expanding the horizons of Vacation Day Camp children. In addition, the program intended to provide "success experiences" such as recognition, social experiences and career explorations for the students. Snacks and lunch were to be provided each day. Another aim of the program included the establishment of a meaningful link between vacation and school so that the children might perform better in school during the new school year.

Certain culminating experiences were planned for the end of the program. These included: a softball tournament, play days, talent shows, swim meets, a district-wide festival and an awards' assembly at each school.

The program intended to serve approximately 2,000 public and non-public school children in 12 centers throughout the district. Each center operated from 9:00 a.m. to 5:00 p.m. each day from July 1 to August 20, 1971. These centers were located at: P.S. 15, P.S. 19, P.S. 20, J.H.S. 22, P.S. 34, P.S. 61, P.S. 63, J.H.S. 71, P.S. 97, P.S. 134, P.S. 140, and J.H.S. 56.

The typical elementary center generally consisted of four groups: Younger Boys, Younger Girls, Older Boys, and Older Girls. Each day was generally divided into four 1½-hour time segments with an hour for lunch and an hour for rest and clean-up. Thus, a day's schedule for a class at an elementary school center might resemble the following:

FIGURE 1

TYPICAL DAILY CLASS SCHEDULE FOR THE VACATION DAY CAMP ENRICHMENT PROGRAM

TIME	ACTIVITY
9:00 - 10:30	Swimming
10:30 - 12:00	Games and Project Work
12:00 - 1:00	Lunch
1:00 - 2:30	Supervised Playground Activity
2:30 - 4:00	Arts and Crafts
4:00 - 5:00	Clean-up and Quiet Time

The three junior high school centers generally adhered to the schedule outlined above. The major distinction was that they received none of the services of the teaching specialists. They were provided with workshops in such areas as wood, ceramics, metal, printing, electronics and photography. This system allowed children with interest in these areas to work at them in a more in-depth way than might ordinarily be possible.

C. Supervision and Personnel

The program was supervised by the Supervisor of Continuing Education, District 1, Manhattan. Each center was staffed by experienced licensed public school teachers who were assisted by classroom aides. The activities of each center were coordinated by a teacher-in-charge. Office help was provided by Neighborhood Youth Corps Personnel. Specialists enriched the program in arts and crafts, dance and guitar.

The teaching staff was generally experienced and familiar with the district 1 area. They were selected for the program on the basis of qualification and past experience, either in previous Vacation Day Camp Programs, or the district's Continuing Education Program. Almost all taught in the district during the regular school year.

Ancillary personnel such as paraprofessionals and Neighborhood Youth Corps workers were generally representative of the community and were selected on the basis of past experience or willingness to serve in the program.

The addition of Title I money, in terms of personnel, meant the establishment of two centers at P.S. 63 and J.H.S. 71. Additional personnel for the program included:

Teachers-in-Charge	3 *
Teachers	25
Specialists	5
Paraprofessionals	20
Secretary	1
Total personnnel	54

*One Teacher-in-Charge worked in the district office and acted as coordinator for the Title I portion of the Vacation Day Camp Program

D. Student Attendance Data[1]

The Vacation Day Camp Program was designed to accommodate approximately 2,000 children in District 1. Attendance figures supplied by the program show the program was very close in achieving this goal.

Average registration for the total seven-week program was 1,978. Attendance averaged 79.4%, or an average daily attendance of 1,570 students. Non-public school attendance figures were collected for the program during the week of July 23. This figure was 247 students, or approximately 13% of the total registration for that week.

Each center has an average registration of 165 students and a daily attendance of approximately 131 students.

[1]Complete attendance information is given in Appendix A.

II. PROGRAM OBJECTIVES

As stated in the original proposal, the Vacation Day Camp Program was an educational-recreational program serving the needs of District 1, Manhattan. The major goals for the program were:

1. To provide a meaningful link between vacation and school so that the Day Camp participants would show an improved interest in school for the new school year.

2. To stimulate parent involvement in the program so that the children will be rated by their parents as being more interested in school.

III. EVALUATION OBJECTIVES

The formal evaluation objectives for the Vacation Day Camp as stated in the original proposal were:

1. To determine whether interest in school for 70% of the Day Camp participants improved.

2. To determine whether 60% of the children are rated by their parents as being more interested in school.

In addition to the formal objectives listed above, a process evaluation was conducted in order to more fully understand the Vacation Day Camp Program.

IV. METHODS AND PROCEDURES

1. To determine if changes in attitudes toward school occurred, the "My School" questionnaire was administered on a pre-post test basis to 200 randomly selected students chosen from all centers.

2. To determine if parental perceptions of their children's attitudes toward school changed, questionnaires were administered to parents at the beginning and near the end of the program.

Questionnaire scores were analyzed using a 't' test and the results are reported in the Findings section.

3. No formal instrument was used to evaluate the program in terms of process. Judgements relied on observations from many repeated site visits to the Vacation Day Camp Centers and formal and informal interviews with the program supervisor, teachers-in-charge, teachers, students and ancillary personnel. Information gained from this process was used to describe the program, form conclusions and offer recommendations wherever appropriate.

V. FINDINGS

A. Students' Attitudes

One of the major objectives of the Vacation Day Camp Program was to improve the attitudes of the participants toward school. In an attempt to determine if such change occurred, the "My School" questionnaire was administered by the evaluation staff on a pre-post basis.

An analysis of these findings is present in Table 1 below:

TABLE 1

't' TEST - "MY SCHOOL QUESTIONNAIRE"
PRE-POST DIFFERENCES

	MEAN	STANDARD DEVIATION	t
PRE	49.406	0.530	2.923 *
POST	52.329		

* t .05 ≈ 1.650

On the basis of the 't' test analysis, it can be reported that a significantly more positive attitude toward school was found at the conclusion than at the beginning of the program.

In addition to the overall group improvement, it was also determined that 71%, or 142, of the 200 respondents were more positive on their post-test than on their pre-test.

This finding met the criteria set for this objective.

B. Parents' Attitudes

Questionnaires were submitted to the parents of the Vacation Day Camp Children at the beginning and during the last week of the program. The questionnaires were designed to elicit parental expectations concerning their children's attitudes toward school before and after having attended the Vacation Day Camp Program. In addition, several questions were added to the second questionnaire to determine how well parents felt their children enjoyed the Vacation Day Camp Program experience. See Appendices C and D.

Reactions to the program on both sets of questionnnaires were most favorable.

The first questionnaire was administered during the week of July 5, 1971 to a random sample of 200 parents selected from each of the Day Camp centers.

Sixty-two questionnaires were returned, or 31% of the original sample. The results of the survey are listed below in Table 2.

TABLE 2

RESPONSES TO PARENT QUESTIONNAIRE #1

QUESTIONS	RESPONSES* YES	NO	NOT SURE
1. Do you think that after attending VACATION DAY CAMP, your child will enjoy school more this year than in past years?	47	5	10
2. Do you think that after attending VACATION DAY CAMP, your child will be absent from school less this year than in past years?	34	18	8
3. After attending VACATION DAY CAMP, do you think your child will see school as a better place to be than in past years?	48	6	7
4. Do you think your child will get along better with his classmates this year after attending VACATION DAY CAMP than in past years?	47	5	10
5. Do you think that after attending VACATION DAY CAMP, your child will be late for school less this year than in past years?	35	15	11
6. Do you think that after attending VACATION DAY CAMP, your child will see his or her teachers as being friendlier than in the past?	49	2	9
7. After attending VACATION DAY CAMP, do you think your child will try to do better in his or her school work than in past years?	53	0	7
8. After attending VACATION DAY CAMP, do you think your child will get into trouble less this year than in past years?	42	11	7
9. Do you think that after attending VACATION DAY CAMP your child will complete his homework assignments more this year than in the past?	51	3	6

*Raw scores

N=62

The questionnaire surveyed attitudes toward school, absences, tardiness, relationships to teachers and fellow students, and work habits. In all categories, parents felt that after attending Vacation Day Camp, their children would perform much better in these areas than in past years. Parents, therefore, expected the Vacation Day Camp to have a positive effect on their children.

For the second questionnaire, it was decided that a larger sample of parents was necessary. Therefore, an additional 400 questionnaires were administered to a random sample of parents throughout the program. 191 questionnaires, or approximately 32%, were returned (62 from the original sample and 129 from the new sample). The results of the survey are listed below.

TABLE 3

RESPONSES TO PARENT QUESTIONNAIRE #2

QUESTIONS	RESPONSES: YES	NO	NOT SURE
1. Did your child look forward to going to Vacation Day Camp each day?	186	1	4
2. Did your child seem to like the things he made in Arts and Crafts?	169	3	19
3. Did your child learn how to use new and different materials in the Arts and Crafts Program?	149	8	34
4. Did your child seem to enjoy the special trips he went on in the Vacation Day Camp?	185	0	6
5. Did your child talk at home about any of the things he may have learned from the trips?	182	3	6
6. Did your child learn any new games at Vacation Day Camp?	171	2	18
7. Having attended Vacation Day Camp, do you think your child will enjoy school more this year than in past years?	153	3	35
8. Do you think that after attending Vacation Day Camp, your child will be absent from school less this year than in past years?	131	22	38
9. After attending Vacation Day Camp this past summer, do you think your child will see school as a better place to be in than in past years?	170	3	18

(continued...)

TABLE 3 (Cont.)

QUESTIONS	RESPONSES* YES	NO	NOT SURE
10. Now that your child has attended Vacation Day Camp, do you think he will get along better with his classmates this year than in past years?	174	4	13
11. Do you think that your child will be late less for school next year now that he has attended Vacation Day Camp?	157	13	21
12. After attending Vacation Day Camp, do you think that your child will try to do better in his school work than in past years?	168	6	17
13. Do you think your child will get into trouble less in school now that he has attended Vacation Day Camp this past summer?	164	6	21
14. Do you think that after attending Vacation Day Camp, your child will complete his homework assignment more this year than in the past?	159	1	31

*Raw Scores

N = 191

In addition to surveying attitudes toward school, absences, tardiness, relationship to teachers and fellow students and work habits, the questionnaire surveyed attitudes toward different aspects of the Vacation Day Camp Program.

The results of the survey,both toward the Vacation Day Camp and regular school, were highly positive. Parental responses indicate an extremely high regard both for the program and for the effects it might have on their children in relationship to school.

A 't' test using proportions was employed to determine if there was a greater proportion of positive responses on the post-test than on the pre-test. The findings are presented in Table 4.

TABLE 4

't' TEST - PARENTS ASSESSMENT OF CHILDREN'S INTEREST IN SCHOOL

	MEAN PROPORTION YES RESPONSES	STANDARD DEVIATION	t
PRE	78.323	2.960	3.524*
POST	86.738	0.967	

* t .05 $\approx$ 1.650

The analysis of the parent's responses reveals that their attitudes, as measured by the questionnaire, were significantly more positive at the conclusion of the program than at the beginning. Although it must be reemphasized that the parents already had positive expectations at the outset of the program.

Although not specifically called for in the evaluation design, questions 1-6 were intended to determine the parents' perceptions of the day to day operation of the Vacation Day Camp.

Examination of Table 3 reveals the overwhelmingly positive response on the part of the parents.

C. Observations of Aspects of the Vacation Day Camp Program

1. Arts and Crafts

The arts and crafts component of the Vacation Day Camp Program was staffed by two specialists and involved all the boys and girls of the nine elementary school centers. While the overall program was quite successful, it was hampered initially by a lack of funds to purchase much needed materials. It was necessary to rely on whatever materials were left over from last year as funds were not available until almost three weeks into the program.

Despite this delay, the program appeared to be well organized and directed. Students worked with paper, water and tempera colors, clay, plaster of paris, wood, etc. They produced work in paper, sculpture, murals, models, clay sculpture and lanyards. Student projects were amply displayed in the centers and the classrooms, thus giving student creativity some exposure and recognition. In addition, an exhibition was held at the talent show at P.S. 19 in which student work from all the centers was displayed.

A schedule for the arts and crafts program is shown below. In addition to the times listed, students had additional opportunity to work on individual or group projects during classroom time.

FIGURE 2

ARTS AND CRAFTS WEEKLY SCHEDULE BY SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00) 12:00)	61	134	140	63	34
1:00) 4:00)	20	19	15	97	19

D. Sports and Physical Activities

Perhaps the most extensive aspect of the Vacation Day Camp in terms of time and facilities was the sports and athletic programs. These may be divided into outdoor and indoor recreational activities.

The outdoor program consisted of many of the activities generally associated with more typical playground programs including softball, basketball, kickball, handball, races, swimming, etc. In addition, the program attempted for the first time to introduce golf and tennis.

The programs were generally well supervised. A few centers reported that some equipment, e. g., basketballs, was taken over the course of the winter but, in general, each center seemed to have an adequate supply of playground equipment. Rarely were students left to play unsupervised. In most cases, the teachers would participate along with the children in the games.

The athletic programs culminated in a district-wide softball tournament and two play-days featuring games and contests.

Golf and tennis were introduced later in the program as delayed funds prohibited the purchasing of necessary equipment. Also the scope of the program was reduced. Originally scheduled for the three junior high school centers, they were finally located in P.S. 19, and serviced primarily the older boys' groups of this and several nearby centers. Because of the limitations of time, only basic fundamentals in each sport were taught. The program culminated with a trip to the pitch and putt course located at the Flushing Meadow Park in Queens.

Swimming developed into a major part of the Vacation Day Camp Program. Originally, the program was scheduled for two pools at the Police Academy and Seward Park High School. The program was further expanded at several centers where special arrangements were made to use local neighborhood pools. Eventually, most students were swimming two or three times a week under supervised conditions.

The program climaxed with two swim meets for the whole district at the Police Academy and Seward Park High School pools. Trophies were given the winners of each event.

The following are the swimming schedules for the Vacation Day Camp Program at the Police Academy and Seward Park High School.

FIGURE 3

WEEKLY SCHEDULE OF SWIMMING PROGRAMS AT TWO POOLS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00) 12:00)	40	104	40	104	19
1:00) 4:00)	19	61	34	34	61

POLICE ACADEMY POOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00) 12:00)	20	140	97	140	71 22 56
1:00) 4:00)	97	63	63	15	134

SEWARD PARK HIGH SCHOOL POOL

Indoor recreation consisted primarily of group and individual games either in the classroom or game rooms. These activites included chess, checkers, knock hockey, table tennis, bumper pool, reading, etc.

In general, equipment and supervision were adequate. There were instances when equipment was not in use because essential parts were missing or broken. These items such as table tennis paddles or chess pieces could easily be replaced. Students appeared generally involved and made use of the equipment which was available. Supervision was provided by a teacher and an assistant.

E. Music

The music portion of the Vacation Day Camp Program was limited almost exclusively to instruction on the guitar. Aimed primarily at older boys in the elementary school centers who showed an interest in the program, each class met once a week at P.S. 63. Children had to travel to the school since the guitars which were provided by the program were bulky and impossible to carry around from school to school. This was the only stationary special. The other specials traveled from school to school.

There was instruction in basic guitar technique and music fundamentals. Students, during the course of the summer, might learn the names for the major parts of the guitar, finger placements for such simple chords as G, C and D, and measures incorporating these chords in simple songs.

The classes were informally structured. Students sat individually or in small groups while the instructor went from place to place listening and assisting students wherever necessary. Students appeared generally interested and attentive.

Below is the class schedule for guitar instruction:

FIGURE 4

WEEKLY SCHEDULE OF GUITAR LESSONS BY SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00) 12:00)	19	61	34	97	63
1:00) 4:00)	140	15	20	140	63

F. Dance

Dance instruction was provided by a professional dance instructor licensed for the Vacation Day Camp by the Board of Education. The program was geared primarily toward the girls of the elementary school centers who met once a week in their own schools.

Classes appeared to be well organized and efficiently run. Reluctant students were allowed to watch from the side of the room and join in later if they wished. Instruction included basic steps in various folk dances, modern dance and ballet. The program was highlighted by a small dance program performed at the District Carnival at the end of the summer.

Other girls and boys who did not participate in these formal classes could dance in the classrooms. Those who wished formed groups and performed more popular dances at the talent show held at the end of the program.

The schedule for the dance instruction was as follows:

FIGURE 5

WEEKLY SCHEDULE FOR DANCE PROGRAM BY SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00) 12:00)	34	19	20	15	134
1:00) 4:00)	63	140	97	61	63

G. Trips

The Vacation Day Camp Program was enriched by the inclusion of five field trips both inside and outside New York City. The trips were offered to all students with transportation and admission fees (if any) being borne by the program. A schedule for the trips is included below. Because the enrollment was so large, trips were conducted in segments over a period of several days. The trip program culminated with a trip to Rye Playland at the end of the program.

FIGURE 6

SCHEDULE OF VACATION DAY CAMP TRIPS

DATE	TRIP
July 13 to July 16	Bear Mountain
July 20 to July 23	Sterling Forest
July 27 to July 30	Bethpage Park
August 3 to August 5	Radio City
August 18	Rye Playland

H. Drama

While the Title I proposal called for some activity in the area of drama, this was not a major component of the Vacation Day Camp Program. Dramatic outlets were limited basically to the classroom in the form of small skits, charades and one-act plays.

I. Home Economics

The Title I proposal also called for a Home Economics Program to be located in two junior high schools. This was to involve classroom activities centering around sewing and cooking. The program was to be funded at the rate of $1.00 per child for 600 children.

As it developed, however, there were not enough interested girls willing to participate in the program to make these expenditures worthwhile. The monies were subsequently used to purchase sewing materials (fabric, needles, thread, scissors, etc.) which were distributed to the Day Camp centers. Home Economic activities then were reduced to the recreational level within each classroom. Major activities centered around sewing for personal pleasure or to make costumes for the talent show or dance program at the District Festival.

VI. CONCLUSIONS

A. Students' Attitudes Toward School

Regarding student data, the major conclusions are:

1. There was a positive change in the attitudes of the Vacation Day Camp participants after attending the summer program.

2. The students from the Vacation Day Camp Program will begin the 1971-1972 school year with a more positive attitude toward school.

3. The Vacation Day Camp is achieving its objective of providing a meaningful link between vacation and school so that the Day Camp participants would show an improved interest in school.

B. Parents' Perceptions of Children's Interest in School

Regarding data from the parent questionnaires, the major conclusions are:

1. Parental attitudes toward the Vacation Day Camp were very positive. The great majority felt that the type of experiences afforded by the Vacation Day Camp Program would improve their children's attitudes toward school for the coming school year.

2. Parents felt that their children looked forward to attending the Vacation Day Camp each day and that they enjoyed the activities that the program had to offer.

3. It may be concluded that the program is achieving its objective of stimulating parent interest in the program so that they rate their children as being more interested in the program.

VII. RECOMMENDATIONS

The recommendations for the Vacation Day Camp are:

1. The program has proved to be successful in meeting the challenge of providing a meaningful link between vacation and school. Therefore, it is recommended that the Vacation Day Camp Enrichment Program be recycled for the summer of 1972 for the students of District 1, Manhattan.

2. Parental response to the Vacation Day Camp Program was highly favorable. Parents were especially enthusiastic about the effects they thought the program would have on their children. In a time when community support for school programs is considered essential for good education, this community support is most encouraging. It is, therefore, recommended that the Vacation Day Camp Enrichment Program continue to involve community support for the program wherever possible.

3. All program materials should be provided for the opening of the Vacation Day Camp.

4. Follow-up activities should be expanded throughout the school year.

APPENDICES

APPENDIX A

GROWTH AND DEVELOPMENT CHECKLIST

SUMMER 1971 PRESCHOOL CHILD DEVELOPMENT CENTER
Rosanne Thompson Supervisor

NAME_____ DATE OF BIRTH_____

The following behaviors are some of the expectations of accomplishment for the Summer Preschool Child Development Program. Please indicate which behaviors have been attained during the summer program, i.e. which behaviors were not present before the program began, and which are now present.

I. SOCIAL DEVELOPMENT

1. Knows official first and last name.
2. Knows home address.
3. Knows age in years.
4. Knows names of adults in his home.
5. Knows and uses names of adults in classroom.
6. Identifies self as boy or girl.
7. Likes school
8. Attends school regularly.
9. Makes friends in school.
10. Exercises resonable self-control.
11. Demonstrates self-confidence.
12. Uses forms of polite usage; e.g. please - thank you.
13. Follows school routine.
14. Speaks freely to peers and familiars adult in school.

II. INTELLECTUAL DEVELOPMENT

1. Expresses curiosity.
2. Thinks critically.
3. Recognizes and names objects in the classroom.
4. Names and groups things that go together.
5. Sees likenesses and differences in shapes, sizes, and colors.
6. Has developed certain concepts; e.g. up-down.
7. Identifies common sounds; e.g. clapping, peoples' voices, auto horns.
8. Listens and responds to music.
9. Enjoys stories, picture books, verse.
10. Consistently holds picture book right side up.
11. Uses equipment and material for constructive purposes.
12. Builds creatively with blocks.

III. PHYSICAL DEVELOPMENT

1. Is toilet trained.
2. Has motor coordination.
3. Handles classroom materials with ease; e.g. scissors, manipulative toys.
4. Uses two feet alternately in going up and down stairs.
5. Fastens own shoes.
6. Feed self.
7. Has good posture.

IV. HEALTH AND SAFETY HABITS

1. Knows correct way to cross street.
2. Knows what to do if lost.
3. Recognizes community helpers; e.g., policeman, fireman.
4. Washes hands without a reminder before eating and after using toilet.
5. Tries food strange to him.

V. SPECIAL TALENT

VI. NON-ENGLISH SPEAKING STUDENTS

1. Understands English.
2. Communicates in English.
3. Can follow teacher's directions.

(continued next page)

II. INTELLECTUAL DEVELOPMENT (cont.)

13. Outstanding in dramatics.
14. Likes to draw, paint, paste, etc.
15. Speaks in sentences.
16. Relates ideas in logical sequence, retells stories.
17. Pronounces sounds distinctly.
18. Shows ability to pay attention.
19. Narrates own experiences.
20. Memorizes and sings simple songs.
21. Uses descriptive adjectives.

VI. NON-ENGLISH SPEAKING STUDENTS (cont.)

4. Attempts to learn English.
5. Relates freely to English speaking peers.

APPENDIX B

QUESTIONARIO

DE LOS PADRES DE LA FAMILIA
HEADSTART - VERANO 1971

INDICA, MARCA O ESCREVA la respuesta que representa mejor su opinion

---

EJEMPLO Si (No)

PREGUNTAS — RESPUESTAS

1) ¿ Assistió usted (Vd.) a más de una actividad de los padres de familia? Sí No

2) ¿ Basado en su experiencia del programa, cree Vd. que la escuela esta realmente interesada en los padres de familia de la comunidad? Sí No

3) ¿ Después de assistar a las actividades de los padres de familia, comprende Vd. mejor como la escuela puede ayudar a su hijo(a)? Sí No

4) ¿ Que piensa Vd. de las actividades de los padres de familia?

a/ DIVERTIDA_____ b/ DIVERTIDA Y UTIL_____ c/ PERDIDA DE TIEMPO_____

5) ¿ Ha ayudado Vd. a los planes de excursiones de "padres y hijos"? Sí No

6) ¿ Durante el programa de verano, le fué posible preguntar y recebir respuestas útiles del personal docente (del personal del programa)? Sí No

7) ¿ Cree Vd. que su hijo(a) recibó el tipo de ayuda que merece y necesita? Sí No

8) ¿ Después de ver y assistir al programa de verano, Vd. cree que su hijo(a) va la aprovechar mejor la escuela? Sí No

9) ¿ Que aprendió su hijo(a) durante el verano? MUCHO____ POCO____ NADA_____

10) ¿ En su opinión, que fué lo major del programa?

a/ Mantuvo a mi hijo(a) ocupado_____

b/ Mi hijo aprendio algo útil en la escuela_____

11) ¿ Cree Vd. que el maestró quise (quería) ayudar a su hijo(a)? Sí No

12) ¿ Estuvo du hijo(a) ausente una vez? Sí No

13) ¿ Due fué lo mejor del programa?_____

---

14) ¿ Si su hijo(a) estuvo ausente por 2 o más dias el auxiliar familiar le llamó o lo visitó a Vd.? Si No.

15) ¿ Que fué lo pior del programa? _____

_____

16) ¿ En que forma se poderia mejorar el programa? _____

_____

17) ¿ A que actividades asistió Vd.? _____

_____

APPENDIX C

HEADSTART - SUMMER 1971

PARENTS QUESTIONNAIRE

CIRCLE the answer that best fits your opinion about the program: YES NO

OR - FILL-IN a short answer when your personal opinion is asked for.

QUESTIONS	ANSWERS
1) Did you attend more than one parent activity this summer?	Yes No
2) From what you saw of the Summer Program, do you think the school is really interested in the community parents?	Yes No
3) After attending parent activities, do you understand better how the school can help your child?	Yes No
4) What do you think of the parent activities? FUN____ FUN & USEFUL_____ WASTE OF TIME____	
5) Did you help plan trips for parents and children?	Yes No
6) During the Summer Program, were you able to ask questions and get useful answers from the school staff?	Yes No
7) Do you think your child gets the kind of help that he or she needs?	Yes No
8) After attending the Summer Program do you think your child will do better in school during the next school year?	Yes No
9) What did your child learn this summer? NOTHING____ MANY THINGS____ LITTLE____	
10) In your opinion, what was the best part of the program:	
a/ It kept my child busy._____	
b/ My child learned something to help with school_____	
11) Do you feel the teacher wanted to help your child?	Yes No
12) Was your child ever absent this summer?	Yes No
13) If your child was absent for two days or more, did the family worker call you or visit you?	Yes No

14) What was the best thing about the program?_____

_____

15) What was the worst thing about the program?_____

_____

16) What one thing would help improve the program?_____

_____

17) What activities did you attend?_____

_____

APPENDIX D

SUMMER 1971: HEADSTART

TEACHER QUESTIONNAIRE

Please circle the appropriate answer.

(1) The major contribution of the summer program to students is to
   a. adjust children to school routines.
   b. provide a recreational program to keep children busy and to engage in social interaction.
   c. to improve basic educational skills.
   d. all of the above.

(2) Your Teacher Aide or Educational Assistant assisted you mainly
   a. in planning and/or actively participating in classroom activities to meet individual needs of students.
   b. in activities such as classroom arrangement, distribution of materials and lunch and keeping order in the classroom.
   c. in both of the above.
   d. no response to question.

(3) When a pupil was absent for two or more days the Family Worker
   a. informed you as to the reason for absence and/or intention of parents.
   b. did not inform you.
   c. did not inform you, but pupils were usually not absent for more than two days.
   d. no response to question

(4) The services of the psychologist
   a. were known to you and you make a referral to him.
   b. were known to you, but there was no need for a referral.
   c. were known to you, but you could not contact him for a referral.
   d. were unknown to you.

(5) Headstart Materials
   a. arrived during the first two weeks of the program.
   b. arrived during the third and fourth weeks of the program.
   c. arrived during the last two weeks of the program.
   d. did not arrive.

(6) In your opinion, what were the most positive features of the program?

(7) What were the most negative features of the program?

(8) What recommendations would you make to improve the program?

KINDERGARTEN "STAR" PROGRAM

APPENDIX A

PARENT QUESTIONNAIRE

Check the answer which tells about you and your child.

1. Did yourchild go to kindergarten last year?

   Yes_____ No_____

2. If yes, which school?

   Name of School_____

3. Do you think that your child's kindergarten year was helpful in getting him ready for this fall?

   Yes_____ No_____

4. Do you think your child will have any trouble learning how to read this fall?

   Yes_____ No_____ Not sure_____

5. Do you think your child enjoyed his kindergarten year?

   Yes_____ No_____ Not sure_____

6. Did you ever meet with your child's kindergarten teacher?

   Yes_____ No_____

7. If yes, was it a helpful visit?

   Yes_____ No_____

8. If you had a three or four year old child would you want him to go to the same kindergarten as your child in the Kindergarten "Star" program?

   Yes_____ No_____

9. Do you expect that this summer you will learn how to help your child learn to read?

   Yes_____ No_____ Not sure_____

Ponga una marca cerca de la respuesta que les refiere a Ud. y a su hijo.

1. ¿Asistió su hijo al jardín de la infancia el año pasado?

   Sí_____ No_____

2. Si asistió, cuál era la escuela?

   Nombre de la escuela_____

3. ¿Piensa Ud. que el año que pasó su hijo en el jardín de la infancia haya ayudado a prepararle para la escuela este otoño?

Sí_____ No_____

4. ¿Piensa Ud. que su hijo vaya a tener problemas en aprender a leer este otoño?

Sí_____ No_____ No se_____

5. Piensa Ud. que a su hijo le haya gustadoel año que paso en el jardín de la infancia?

Sí_____ No_____ No se_____

6. Jamás tuvo Ud. una entrevista con el maestro de su hijo?

Sí_____ No_____

7. Si tuvo una entrevista, ¿fue útil?

Sí_____ No_____

8. Si tuviera un hijo de tres o cuatro años de edad, ¿quisiera Ud. que asistiera al mismo jardin de la infancia como su hijo en el programa Kindergarten "Star"?

Sí_____ No_____

9. ¿Piensa Ud. que este verano Ud. vaya a aprender a ayudarle a su hijo a aprender a leer?

Sí_____ No_____ No se_____

APPENDIX B

SAMPLE OF INSTRUCTIONAL MATERIALS USED IN THE KINDERGARTEN "STAR" PROGRAM

LESSON 2

ASSIGNMENT FOR PARENTS

My ABC BOOK - Please keep this book in a special place. You will use it with your child for many weeks.

ASSIGNMENT:
1. Review the assigned letters _____.
2. Teach the letter or letters _____.
3. Practice all the letters with your child 5 minutes every day.

INSTRUCTIONS:
1. Point to the letter C at the top of the page.
2. Ask your child, "What is the name of this letter?" If your child doesn't know the letter, tell him the name of the letter. Ask him again, " What is the name of this letter?"
3. Point to the picture of the same page and ask your child, "What is the name of this picture?"
4. Point to the word under the picture and ask your child to read the word that goes with the picture.
5. Ask your child to name the first letter of the word.

- Practice the letter or letters that have been assigned following the same instructions.
- Practice the letters one at a time.

FROSTIG EXERCISES: The completed exercises will be picked up by the Reading Aide after the next lesson. They will be reviewed by the Supervisor.

ASSIGNMENT PAGES 11 - 18: Your child should do only 2 exercises a day at the end of each daily practice session.

INSTRUCTIONS:
1. Your child should sit next to you while doing the exercise.
2. Your child should keep the page in front of him and should not move the page while doing the exercise. The STAR should be on the bottom right-hand side of the page.
3. Your child should listen to the directions before beginning each exercise.
4. For all the exercises, the starting point usually is from left to right and from top to bottom. Mark the starting point with an X.
5. Your child should trace the exercise with his finger before doing the exercise with a crayon.
6. If your child has difficulty doing an exercise he should practice the exercise on the extra pages left by the Reading Aide.

SUMMER DAY ELEMENTARY SCHOOL
APPENDIX A

Dear Principal:

We are pleased to inform you of the services of Summer Day Elementary School that are available for pupils in Grades 1 through 6. There will be two schools in District 1 that will be operating these particular programs:

P.S. 20-Man.
166 Essex Street
New York, N. Y. 10002
Telephone No. 254-9577
Mrs. M. Brainan
Summer School Principal

P.S. 137-Man.
327 Cherry Street
New York, N. Y. 10002
Telephone No. 233-8275
Mr. Howard Shapiro
Summer School Principal

These programs will be in operation from July 6, 1971 until August 13, 1971, Monday through Friday from 9:00 A.M. to 12:00 Noon. The stress will be the improvement of reading and math skills for those pupils who need additional help and there will be an emphasis on individualized methods and materials.

If you have any pupils in your school who could use these services we would appreciate your bringing this to their attention and to the attention of their parents.

Registration will be held from 9:00 A.M. to Noon on July 1st and July 2nd at the respective schools. However, further information can be secured by calling or writing to the respective summer school principal.

We are enclosing a sample of an application. It would expedite matters if these were reproduced in your school and distributed to interested pupils, and delivered or mailed to us by July 1st. Children enrolled are to report to these respective schools at 9:00 A.M. on July 6th, 1971.

Thank you for your attention and cooperation.

SUMMER DAY ELEMENTARY SCHOOL

APPENDIX B

Dear Parent:

Your child in Group_____ is scheduled every _____ _____ for a library period.

We should also be very pleased if you would visit the library at this time. There are many books and magazines in Spanish also. You and your child may enjoy reading together.

Sincerely,

M. BRAININ
Principal

****

Querido Padre:

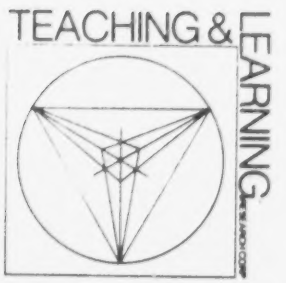
Su niño estara en el grupo _____sus horos seran en la biblioteca pudiera. Es un placer su usted pudiera visiternos al salon de la biblioteca a la hora _____.

Tenemos muchos libros y magasines en español.

Usted, y su niño se reorganizaren leyendo puntos.

Sinceramente,

M. BRAININ
Principal



APPENDIX C

SUMMER DAY ELEMENTARY SCHOOL

TEACHER QUESTIONNAIRE

The following questions are designed to elicit your response concerning the Summer Day Elementary School Program. Kindly circle the number which best describes how you feel toward the question. You may use the criteria listed below:

1. Extremely effective - almost total success - all needs met.
2. Generally effective - often times successful, however, not everything just right.
3. Undecided - equally disappointing and satisfactory.
4. Generally ineffective - clearly more incidents ineffective than effective.
5. Extremely ineffective - almost total disappointment.

1. How well do you think Summer Dau Elementary School was successful in meeting the aims for the program?

   a) providing remedial help in reading, math and language arts 1 2 3 4 5

   b) appreciation of the need for school 1 2 3 4 5

   c) appreciation of minority cultures 1 2 3 4 5

   d) arts and crafts 1 2 3 4 5

2. How effective was the reading program in:

   a) providing an adequate supply and variety of reading materials 1 2 3 4 5

   b) leading to an appreciation for reading 1 2 3 4 5

   c) acquiring necessary reading skills 1 2 3 4 5

   d) motivating children to read independently 1 2 3 4 5

3. How effective was the math program in:

   a) providing an adequate supply and variety of materials 1 2 3 4 5

   b) gaining an appreciation for math in everyday life 1 2 3 4 5

   c) acquiring necessary math skills 1 2 3 4 5

4. How effective was the language arts program in:

   a) providing an adequate supply and variety of materials 1 2 3 4 5

   b) encouraging originality in creative writing 1 2 3 4 5

   c) increasing both written and spoken facility in the

SUMMER DAY ELEMENTARY SCHOOL - APPENDIX C (cont.)

	1 2 3 4 5
5. How effective was the culture program in:	
a) providing an adequate supply and variety of materials	1 2 3 4 5
b) giving students an appreciation for Black and Puerto Rican cultures	1 2 3 4 5
c) encouraging students to do a wide variety of related projects and activities	1 **2 3 4** 5
6. How well did the Education Assistants help in:	
a) planning classroom activities	1 2 3 4 5
b) participating in classroom activities	1 2 3 4 5
c) distributing materials and arranging classroom	1 2 3 4 5
d) keeping order in the classroom	1 2 3 4 5
7. How effective was the administration in:	
a) adequately communicating with the staff	1 2 3 4 5
b) providing classroom "guidance" and professional advice	1 2 3 4 5
c) helping with curricular materials	1 2 3 4 5

8. In your opinion what were the most positive features of the program?

9. What were the most negative aspects of the program?

10. What recommendations would you make to improve the program?

APPENDIX A

HOMEWORK HELPER PROGRAM

STUDENT QUESTIONNAIRE

Please fill in the following: Today's Date_____

1. Name_____ _____ _____
(Last Name) (First Name) (Middle Name)

2. Birthday_____ _____ _____
(Month) (Day) (Year)

3. Sex Male_____ Female_____

4. Name of Present School_____

5. Grade Level_____

Please write in answers to the following questions:

6. If you could be like anyone in the world, who would you want to be like? (Write the name of the person)_____

Who is this person?_____

7. If you were free to have any job you wanted after you finish school, which one would you most like to have?_____

8. Sometimes the job that a person wishes to have is not the one that he actually gets. What kind of a job do you think you really will get when you finish school?_____

Please circle the number in front of the statement which best answers each question:

9. If you could go as far as you wanted in school, how far would you like to go?

1. I'd like to quit right now.
2. I'd like to go to high school for a while.
3. I'd like to finish high school.
4. I'd like to go to secretarial or trade school.
5. I'd like to go to college for a while.
6. I'd like to finish college.

10. Sometimes what we would like to do is not the same as what we really do. How far in school do you expect you will really go?

    1. I plan to quit as soon as I can.
    2. I plan to go to high school for a while.
    3. I plan on graduating from high school.
    4. I plan on going to secretarial or trade school.
    5. I plan on going to college for a while.
    6. I plan on graduating from college.

11. What kind of grades do you think you could get in Reading or English if you really tried?

    1. I would pass with high grades.
    2. I would pass, but it would not be easy.
    3. Not sure, probably pass.
    4. Not sure, probably fail.
    5. I would fail, no matter how hard I tried.

12. How important is it to you to receive passing grades in school?

    1. Passing is not important to me.
    2. Passing is important but other things are more important to me.
    3. Passing is very important to me.

APPENDIX B

TEACHING & LEARNING

HOMEWORK HELPER PROGRAM

TUTOR QUESTIONNAIRE

PLEASE PRINT THE FOLLOWING INFORMATION

Today's Date_____

1. Name_____ _____ _____
(Last Name) (First Name) (Middle Name)

2. Your age: year_____ month_____

3. Sex _____ (1 = Male 2 = Female)

4. What is your class level? _____

5. To which Homework Helper Center were you assigned? (Circle the correct answer):

P.S. 15	P.S. 97
P.S. 19	P.S. 134
P.S. 34	P.S. 140
P.S. 61	P.S. 60
P.S. 63	J.H.S.56
P.S. 64	

6. When did you first join the Homework Helper Program? _____ _____

Please circle the letter in front of the statement which best answers each question:

7. I would like to ask you some questions about what you wish to do and plan to do in the future.
If you were free to go as far as you wanted in school, how far would you like to go?

1. I'd like to quit right now.
2. I'd like to go to high school for a while.
3. I'd like to graduate from high school.
4. I'd like to go to secretarial or trade school.
5. I'd like to go to college for a while.
6. I'd like to graduate from college.
7. I'd like to do graduate work beyond college.

8. Sometimes what we would like to do is not the same as what we really expect to do. How far in school do you expect you will really go?

   1. I plan to quit as soon as I can.
   2. I plan to continue in high school for a while.
   3. I plan on graduating from high school.
   4. I plan on going to secretarial or trade school.
   5. I plan on going to college for a while.
   6. I plan on graduating from college.
   7. I plan to do graduate work beyond college.

9. If you were free to have any job you wanted after you finish your schooling, which one would you most like to have? _____

10. Sometimes the job that a person wishes to have is not the one that he actually gets. What kind of a job do you think you really will get when you finish school? _____

11. In the Homework Helper Program, you were given an opportunity to work as a tutor. In general, how would you evaluate your experiences as a tutor? Would you say you were:

    1. Very successful as a tutor
    2. Somewhat successful as a tutor
    3. Somewhat unsuccessful as a tutor
    4. Very unsuccessful as a tutor
    5. Not sure

12. Do you think that your work experience as a tutor might influence you to select teaching as an occupation?

    1. Yes, definitely
    2. Yes, to some extent
    3. No, I don't think so
    4. Definitely not
    5. Not sure

13. In general, how would you say your experience as a tutor has affected your own academic achievement in school?

    1. It has definitely had a positive impact on my academic achievement.
    2. It has had some positive impact on my academic achievement.
    3. It has had some negative impact on my academic achievement.
    4. It has definitely had a negative impact on my academic achievement.
    5. Not sure.

14. If you had not received financial assistance from the Homework Helper Program, would you have remained in school?

    1. Yes, definitely
    2. Yes, probably
    3. No, I don't think so
    4. Definitely not
    5. Don't know

15. How many hours do you spend with your students during an average two-week period?

    0 = zero hours
    1 = one hour
    2 = two hours
    3 = three hours
    4 = four hours
    5 = five hours
    6 = more than five hours

16. How well did you get along with your students? Would you say that you got along:

    1. Very well
    2. Fairly well
    3. Not very well
    4. Poorly

APPENDIX C

HOMEWORK HELPER PROGRAM

BIBLIOGRAPHY

1. Ashby, Claire, and Donald Lynch. An Evaluation of ESEA Title I Program "Homework Helpers" District 12. New York: Fordham University, 1969. (Available from citywide coordinator's office.)

2. Baratta, Anthony. An Evaluation of the District Nine Homework Helper Program, Title I Project. New York: Fordham University, 1969. (Available from citywide coordinator s office.)

3. Center for Urban Education, Program Reference Service. Homework Helper Program, New York City Program Conspectus. New York, December 1969. (Available from IRCD # UD 009 706)

4. Cloward, Robert D. Studies in Tutoring. New York: Columbia University. Social Work Research Center, 1966. (Available from Columbia University, Source Code #QPX17830; or IRCD, UD 004 462)

5. Cloward, Robert D. Studies in Tutoring. The Journal of Experimental Education, 1967, 36, 1, 14-25.

6. Community Welfare Council. Neighborhood Study Centers in the Sacramento Area. Initial Evaluation and Request for Grant Renewal.

7. Neckritz, Benjamin and George Forlano. Homework Helper Tutorial Assistance Center School Year 1969-70. N.Y.C. Board of Education, Bureau of Education Research, September 1970.

8. Neckritz, Benjamin and George Forlano. Summer Homework Helper Program, 1970. N.Y.C. Board of Education, Bureau of Educational Research, October, 1970.

9. New York City Board of Education. Fact Sheet - Homework Helper Program. New York: The Board, February 1969. (Available as ERIC Document # ED 020 279).

10. New York City Board of Education. Homework Helper Program Tutorial Assistance Center, The Elementary School Curriculum. N.Y.: The Board, 1967.

11. New York City Board of Education, Homework Helper Program Tutorial Assistance Center. Welcome to Tutoring. New York: The Board, 1969. (Available from citywide coordinator's office.)

12. Smith, James. Evaluation Report -- 1970-71, District 1, Title I ESEA, Board of Education, New York City, 1971. (Mimeo.)

BIBLIOGRAPHY (cont'd.)

13. Teaching & Learning Research Corp. Final Report of the Evaluation of the 1969-70 Homework Helper Program. N.Y.: Teaching & Learning Research Corp., 1970.

14. U.S. Office of Education, Division of Compensatory Education. Homework Helper Program, New York City. Washington, D.C.: U.S. Office of Education, 1969. (A larger study of "exemplary programs," of which this is a part, is available as ERIC document # ED 023 777)

15. Vandetta, Arthur and George Forlano. High School Centers for Homework Helpers: Final Report. N.Y.C. Board of Education, Bureau of Educational Research, July 1970.

APPENDIX A

CONTINUAL DEVELOPMENTAL PROGRAM FOR CHILDREN OF RETARDED MENTAL DEVELOPMENT IN DISTRICT I MANHATTAN

Name _____ Age _____

Teacher _____

BEHAVIOR RATING SCALE

The following behaviors are some of those stressed during the summer program. Please rate the level attained by each child at the beginning of the summer program. Rate each behavior by the ten point scale. Each scale point should be interpreted as the typical behavior as you understand it of children in the first, second, third, etc. grade in school. So, if you rate a behavior as "2nd," the behavior level of the child would be closest to the behavior of typical second grade children.

BEHAVIOR	BEHAVIOR LEVEL
	Below 1st, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th
1. Ability to take care of physical needs.	
2. Ability to resolve conflicts with teachers and other students.	
3. Ability to express requests clearly.	
4. Ability to avoid dangers.	
5. Ability to speak clearly.	
6. Ability to write names of self and others.	
7. Ability to understand the use of money.	
8. Ability to cooperate with peers in groups.	
9. Ability to understand signs and directions.	
10. Ability to express emotions functionally.	
11. Ability to understand current world events.	
12. Ability to take care of activities in daily living.	

APPENDIX A VACATION DAY CAMP ENRICHMENT PROGRAM

REGISTRATION-ATTENDANCE REPORT FOR DISTRICT 1, MANHATTAN - VACATION DAY CAMPS, SUMMER 1971

WEEK OF: JULY 9, 1971

VDC	REG.	AV.ATTEND. (daily)
15	111	90
19	155	135
20	149	130
22	145	104
34	184	151
56	95	79
61	101	82
63	145	101
71	119	114
97	135	102
134	142	94
140	225	185
	1706	1367 = 81%

WEEK OF: JULY 16, 1971

VDC	REG.	AV.ATTEND. (daily)
15	115	92
19	160	150
20	149	125
22	145	109
34	204	168
56	110	90
61	110	96
63	145	99
71	124	89
97	142	111
134	142	124
140	240	189
	1786	1442 = 80.7%

WEEK OF: JULY 23, 1971

VDC	REG.	AV.ATTEND. (daily)
15	133	87
19	170	160
20	150	120
22	164	125
34	207	157
56	117	112
61	119	99
63	149	97
71	124	105
97	147	103
134	162	135
140	247	190
	1889	1476 = 78.1%

WEEK OF: JULY 30, 1971

VDC	REG.	AV.ATTEND. (daily)
15	140	87
19	180	175
20	150	122
22	172	113
34	214	170
56	131	121
61	120	91
63	151	102
71	144	115
97	157	121
134	175	117
140	268	203
	2002	1537 = 76.8%

WEEK OF: AUGUST 6, 1971

VDC	REG.	AV.ATTEND (daily)
15	146	89
19	185	178
20	151	126
22	174	115
34	214	172
56	147	129
61	126	97
63	155	112
71	158	121
97	164	123
134	175	138
140	268	235
	2063	1635 = 79.2%

WEEK OF: AUGUST 13, 1971

VDC	REG.	AV.ATTEND. (daily)
15	148	97
19	192	176
20	153	127
22	178	131
34	224	175
56	165	132
61	129	102
63	157	114
71	165	139
97	172	128
134	176	141
140	271	239
	2130	1701 = 79.9%

WEEK OF: AUGUST 20, 1971

VDC	REG.	AV.ATTEND.
15	153	101
19	196	185
20	168	139
22	187	142
34	239	193
56	182	141
61	135	106
63	161	124
71	167	147
97	192	143
134	196	141
140	301	268
	2277	1830 = 80.4%

E reg = 13847
E att = 10988
% = 79.4%

APPENDIX B VACATION DAY CAMP ENRICHMENT PROGRAM

"MY SCHOOL" QUESTIONNAIRE

Name _____ Class _____
School _____

We would like you to find out how you feel about your school. Here are some things that some boys and girls say about their school. Are these things true about your school? If they are very true for your school, circle the big "YES!" If they are true some of the time, but not all of the time, circle the little "yes." If they are mostly not true, circle the little "no". If they are not at all true, circle the big "NO!"

1.	The teachers in this school want to help you.	YES!	yes	no	NO!
2.	The teachers in this school expect you to work too hard.	YES!	yes	no	NO!
3.	The teachers in this school are really interested in you.	YES!	yes	no	NO!
4.	The teachers in this school know how to explain things clearly.	YES!	yes	no	NO!
5.	The teachers in this school are fair and square.	YES!	yes	no	NO!
6.	The boys and girls in this school fight too much.	YES!	yes	no	NO!
7.	This school building is a pleasant place.	YES!	yes	no	NO!
8.	The principal in this school is friendly.	YES!	yes	no	NO!
9.	The work at this school is too hard.	YES!	yes	no	NO!
10.	What I am learning will be useful to me.	YES!	yes	no	NO!
11.	The trip to and from school is too long.	YES!	yes	no	NO!
12.	I wish I didn't have to go to school at all.	YES!	yes	no	NO!
13.	This is the best school I know.	YES!	yes	no	NO!
14.	The work at this school is too easy.	YES!	yes	no	NO!
15.	I work hard in school but don't seem to get anywhere.	YES!	yes	no	NO!
16.	I've learned more this year than any earlier year.	YES!	yes	no	NO!

APPENDIX C

VACATION DAY CAMP ENRICHMENT PROGRAM

PARENT QUESTIONNAIRE #1

Your Name_____

Child's Name_____

Child's Age_____ Child's Date of Birth_____

Last Year's School Grade_____

Name of Day Camp Center_____

DIRECTIONS: Your child is attending Vacation Day Camp this summer. We would like to find out how you think your chid will feel about school this coming year.

Please read each question carefully. If you think the question is true for you circle the YES answer. If you feel the question is not true for you circle the NO. If you are not sure how you feel about the question circle NOT SURE.

Kindly return the completed questionnaire to the Vacation Day Camp Center with you child as soon as possible. Thank you very much for your cooperation.

---

1. Do you think that after attending VACATION DAY CAMP, your child will enjoy school more this year than in past years?

YES NO NOT SURE

2. Do you think that after attending VACATION DAY CAMP, you child will be absent from school less this year than in past year?

YES NO NOT SURE

3. After attending VACATION DAY CAMP, do you think your child will see school as a better place to be than in past years?

YES NO NOT SURE

4. Do you think your child will get along better with his classmates this year after attending VACATION DAY CAMP than in past years?

YES NO NOT SURE

5. Do you think that after attending VACATION DAY CAMP, your child will be late for school less this year than in past years?

YES NO NOT SURE

VACATION DAY CAMP ENRICHMENT PROGRAM

PARENT QUESTIONNAIRE (cont'd.)

6. Do you think that after attending VACATION DAY CAMP your child will see his or her teachers as being friendlier than in the past?

YES NO NOT SURE

7. After attending VACATION DAY CAMP, do you think that your child will try to do better in his or her school work than in past years?

YES NO NOT SURE

8. After attending VACATION DAY CAMP, do you think your child will get into trouble less this year than in past years?

YES NO NOT SURE

9. Do you think that after attending VACATION DAY CAMP your child will complete his homework assignments more this year than in the past?

YES NO NOT SURE

APPENDIX D

VACATION DAY CAMP ENRICHMENT PROGRAM

PARENTS QUESTIONNAIRE #2

Your Name _____

Child's Name _____

Child's Age _____ Child's Date of Birth _____

Last Year's School Grade _____

Name of Day Camp Center _____

DIRECTIONS: Your child has been attending Vacation Day Camp this summer. We would like to find out how you think your child felt about the program and how he might feel about school this coming year.

Please read each question carefully. If you think the question is true for you circle the YES answer. If you feel the question is not true for you circle the NO. If you are not sure how you feel about the question circle NOT SURE.

Kindly return the completed questionnnaire to the Vacation Day Camp Center with your child as soon as possible. Thank you very much for your cooperation.

1. Did your child look forward to going to Vacation Day Camp each day?

   YES NO NOT SURE

2. Did your child seem to like the things he made in Arts and Crafts?

   YES NO NOT SURE

3. Did your child learn how to use new and different materials in the Arts and Crafts Program.

   YES NO NOT SURE

4. Did your child seem to enjoy the special trips he went on in the Vacation Day Camp?

   YES NO NOT SURE

5. Did your child talk at home about any of the things he may have learned from the trips?

   YES NO NOT SURE

6. Did your child learn any new games at Vacation Day Camp?

   YES NO NOT SURE

7. Having attended Vacation Day Camp, do you think your child will enjoy school more this year than in past years?

   YES NO NOT SURE

8. Do you think that after attending Vacation Day Camp, your child will be absent from school less this year than in past years?

   YES NO NOT SURE

VACATION DAY CAMP ENRICHMENT PROGRAM

Parents Questionnaire # 2 (Continued)

9. After attending Vacation Day Camp this past summer, do you think your child will see school as a better place to be in than in past years?

YES NO NOT SURE

10. Now that your child has attended Vacation Day Camp, do you think he will get along better with his classmates this year than in past years?

YES NO NOT SURE

11. Do you think that your child will be late less for school next year now that he has attended Vacation Day Camp?

YES NO NOT SURE

12. After attending Vacation Day Camp, do you think that your child will try to do better in his school work than in past years?

YES NO NOT SURE

13. Do you think your child will get into trouble less in school now that he has attended Vacation Day Camp this past summer?

YES NO NOT SURE

14. Do you think that after attending Vacation Day Camp, your child will complete his homework assignment more this year than in the past?

YES NO NOT SURE

EVALUATION STAFF

EVALUATION DIRECTORS:	Edsel L. Erickson Louis J. Hofmann Lee Joiner Alan J. Simon
EVALUATION ASSOCIATES:	Lorna Duphiney Walter Pedersen
EVALUATION ASSISTANTS:	Susan Fersh Judith Hofmann Sandra Schnall Carole Simon Phyllis Steinman Lawrence Taylor